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ABSTRACT

California's review process has been designed to judge the effects of the school program on students and staff and to identify opportunities for improving the program. Program reviews, which may be conducted by the state Department of Education, county or district personnel, or school staff, are developed primarily from observation of individual students, analysis of the students' current work, instructional staff and student explanations of students' current and past activities, and instructional and management material used by the staff. A program review is organized into three secions, involving the effect of instruction on students, the effect of support on instruction, and the effect of the improvement process on support and instruction. Each section contains the criteria for judging quality, a guide for collecting information, and work sheets for preparing suggestions on program improvement. Each quality criterion is measured on a seven-point scale from high effectiveness to low effectiveness. This scale is based on three paragraphs describing school programs with high, middle, or low effectiveness. The reviewer decides which description best fits each aspect of the program. The guide for collecting information about each criterion identifies areas of investigation, primary sources of information, and methods of verifying information. (Author/MLF)

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SECONDARY PROGRAM REVIEW HANDBOOK

CONTENTS

Chapter I. THE PROGRAM REVIEW

Defining a Program Review I-1
The Process of Program Review I-5

Chapter II. CONDUCTING THE PROGRAM REVIEW

Using the Quality Criteria II-1
Making Judgements About Program Quality II-3
The Effect of Instruction on Students II-6

Quality Criteria:

The Effect of Instruction on Students II-8
The Effect of Support on Instruction II-55
The Effect of the Improvement Process II-83

Chapter III. PROGRAM REVIEW FINDINGS

What the Final Report Includes III-1
How the Final Report is Developed III-2
How the Review Findings are Presented III-3
Follow-up to a Program Review III-4

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CHAPTER I

THE PROGRAM REVIEW

A. DEFINING A PROGRAM REVIEW

The Purpose of Program Review

Program review is a process used to evaluate the quality of a school program and to identify ways in which the program can be improved. Program reviews may be conducted by State Department of Education, county or district personnel who, although external to the school, share accountability with the personnel at the school for the quality of the instruction provided for students. The review process may be used by the school staff.

The primary purpose of program review, whether an external or internal review, is to improve the school program. It is a means for developing and sustaining a high quality educational program for each student.

The Scope of Program Review

The program review process described in this handbook is based on a particular perspective toward the school program. This perspective places the focus on students and examines the effect the instruction received by the student actually has upon the student, the effect the support for the instructional program has upon instruction and the student, and the effect the program improvement process has upon both instructional support and instruction. The relationship among these aspects of the school program is shown in Figure 1. Notice that the student is at the center and is the intended recipient, directly or indirectly, of the effect of the other aspects of the school program which are depicted as concentric rings around the student.

Instruction

For review purposes, instruction is defined in two ways. First, it is that instruction actually received by the student in contrast to the instruction offered by the school or, in other words, the instruction actually experienced by the student versus instruction launched toward him or her by the staff. Secondly, instruction is broadly applied and includes all the learning experiences of students during the school day as well as during extracurricular activities under the control of the school.

Support

The next ring includes two kinds of activities: Those planned as support to instruction, such as staff development and parent involvement, and those services that directly support students, such as guidance and health services.

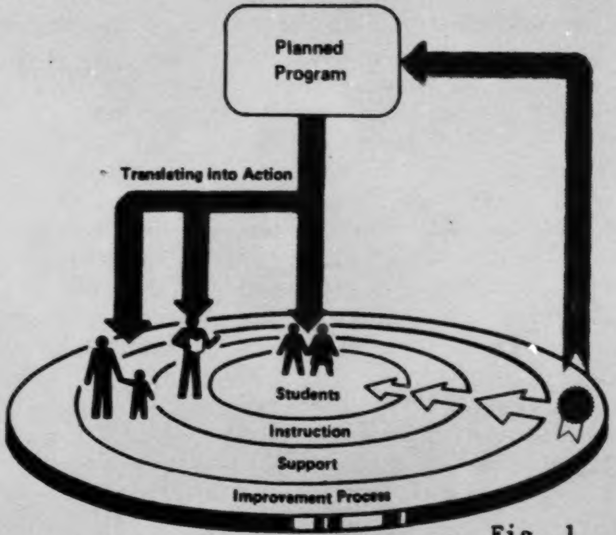

Fig. 1

The Improvement Process

The outermost ring of activities, the improvement process, includes the council/committees which have responsibilities for planning the program and all of the informal as well as formal processes used in developing the planned program. These include both yearly and ongoing planning and evaluation activities as well as activities which translate the planned program into action.

The Review Strategy

The review strategy is based on the perspective toward the school program just described. The review starts with the student and works out toward instruction, support, and how the planned program is being translated into action. This direction--from the student outward--is complemented by a review of the planned program which looks at how the plan was or was not translated into action and at the effect of planning, translation, evaluation, and support activities on instruction. Thus, the review team will go back and forth through the rings or layers of the school program to determine the effect of one part of the program on another and analyzing how the effects might be improved or maintained, pursuing key linkages where activities have been particularly effective or where improvements might have particularly high payoffs. The links emphasized are:

- The link between the instruction received by the student and what adults do to make this instruction happen for the student and
- The links between the planned program and translation activities and between the translation activities and the implemented program

The strategy used by the reviewers is to develop a picture of how things work for the students at the school. This picture is developed primarily from observation of individual students, analysis of the student's current work (connecting the current work to past work), instructional staff and student explanations of student's current and past activities, and instructional and management material used by the staff. These observations are supplemented by discussions with staff and parents. This picture forms the basis for the reviewers' judgment of the effect of instruction on the student.

After the reviewers have a picture of what is happening for the students, they focus on finding out what processes at the school contributed to what is happening. The reviewers seek explanations from staff of why they do things the way they do, where the instructional program comes from, how it is supported and improved, how plans get translated into action, and so on. The focus is on effects rather than on process for processes' sake. This picture forms the basis for the reviewers' suggestions regarding opportunities for improving the effect of instruction on students.

As the reviewer completes the review of the program, a report of findings is prepared (see Chapter III). The report, which is based on the perspective toward a school program described earlier, provides for two types of findings: (1) the judgment of quality of the effect of each aspect of the program under review; and (2) suggested opportunities for improving or sustaining the effectiveness of the program.

By using these opportunities for improving, the reviewer identifies prime improvement areas and indicates how the improvement process at the school can be activated to improve or sustain the quality of the program in the areas identified.

The Relationship Between Program Review and Ongoing Planning and Evaluation

The program review process described in this handbook is designed to complement, not replace, the existing ongoing planning and evaluation processes at a school. Reviewers should make extensive use of information developed within the school's ongoing planning and evaluation procedures. Together, program review and planning and evaluation procedures can form a major part of the total evaluation process at a school.

Reviews conducted by reviewers from outside the school provide a fresh viewpoint and independent validation of internal review findings. The program review conducted for the State Department of Education, either by a state review team or through a consortium of districts, will be based on this handbook. In contrast to the two or three days available for external reviews, a school can use all or part of these procedures over a longer period of time. Such use of these procedures by the people at a school prior to an external review can do much to improve the validity of the external review. Familiarity with the review criteria and procedures will help staff and parent communicate effectively with reviewers, and they will help reviewers obtain the information they need to make informed judgments.

The findings of program review, whether internal or external, can be of assistance in discussions and decision making about designing and implementing staff development activities, in determining where assistance is needed, and in determining where changes are needed in the way the planned program is translated into action. In short, the program review process yields information that is essential to effective program development--information about what is working well and why and what should be changed and how. Program review can be a valuable part in the program improvement cycle of planning, translating the planned program into action, evaluating the implemented program, and modifying the planned program.

Program Review Responsibilities

For the purpose of program review to be achieved, reviewers and school personnel alike must recognize and accept their responsibilities for ensuring that the review process is a means for developing and sustaining a high quality educational program for each student at the school.

Major Responsibilities of the Reviewers

The major responsibilities of the reviewers are:

- To conduct the review thoroughly enough for the development of a clear and accurate understanding of the effectiveness of the school program.
- To use that knowledge to make usable suggestions for increasing or sustaining the effectiveness of the program.

In fulfilling these responsibilities, each reviewer must:

- Prior to entering into the review process, put aside any preconceptions of what the program should be like as well as any personal, educational, or managerial preferences.

- Use the self-review findings to facilitate discussions with school staff and parents. These discussions should cover the school program and how well it is working and provide evidence sufficient to verify, extend, clarify, enrich, or repudiate those findings.
- Be able to reflect back to the school--as a mirror--the picture he or she has developed of the effectiveness of the school program.
- Be able to link the knowledge of what the program is with what the school community intends it to be in such a way that the school community can use the program review experience as a springboard for concerted improvement activities.
- Recognize and support the program improvement efforts of the school community.

Major Responsibilities of the School Community

The major responsibilities of the staff, parents, and community members involved in a program review are:

- To know the planned program and how well it is working for the students. This requires knowledge of the planned program as a whole.
- To know what he or she is doing in relation to the planned program.
- To be ready to share this knowledge with the review team and to be able to direct reviewers to the information they need to fulfill their responsibilities.
- To be familiar with the program review process and criteria described in this handbook.
- To be involved as a total staff in identifying program strengths and weaknesses in relation to program review "Opportunities for Improving" and the corresponding criteria. This requires spelling out activities which are working well as well as areas where improvements are needed.
- To be able to describe to the review team how the school's self review results fit into the ongoing planning and evaluation process.

In essence, the role of school personnel is one that is created through shared understanding of the review process and how that process interfaces with implementation of their planned program.

How the School Community Prepares for a Program Review

While the review team is responsible for learning as much about the program as can be learned in a limited period of time, the school community is responsible for making sure that the team is given accurate and complete information about the program. Therefore, a school community prepares for program review--whether internal or external--through ongoing planning and evaluation activities that enable the members to know how well their program's working and why.

Since external review teams will be using this handbook, schools to be reviewed should be familiar with these procedures and adapt them in evaluating the current effectiveness of their program. The procedures can be applied by:

- Each teacher judging the effect of his or her instructional program, using the program review criteria, and identifying opportunities for improvement.

- Each classroom teacher trading classrooms with another teacher to observe "how" and "what" students are learning and judging the effect of instruction on students.

- Teachers at each grade level or grade span selecting a teacher or a few teachers to apply the instruction and instructional support criteria in each classroom.

- The School Site Council, School Advisory Council, Bilingual Advisory Committee selecting members to form a review team to review the total program, using the criteria for judging the effectiveness of instruction, support, and the improvement process.

The findings of the self-reviews should not be focused on the "rating", but on how the program is affecting students. That is, what has been learned during the review. However, if the ratings are to be known by the staff and others at the school so that they can be shared with a review team and used for making decisions about program improvement activities and confirmation of program effectiveness, what was learned about the program through the review process must be communicated to the entire school community.

While the review process described in this handbook covers the total planned program at the school, school personnel planning for program improvement may find it beneficial to review part of their program at a time, covering the entire program over a period of months rather than trying to review the entire program at one time.

B. THE PROCESS OF PROGRAM REVIEW

Preparing for the Program Review

This section describes how a program review is conducted. While the descriptions and instructions are directed primarily toward reviewers who are external to the school, the school should adapt, as appropriate, parts of this process for use in self-review of the quality of the school program.

Reading the School Plan

The school plan is the first contact the reviewer has with the program at the school. Prior to the school visit, the reviewer will read the school plan thoroughly, probably several times, to ensure understanding of the planned program.

After reading the plan, the reviewer should know:

- The special funding received by the school and related program requirements

- The nature of the student population

- The program areas that will be reviewed

- The goals of the program and expectations for student and adult performance (objectives)

- What should be observable (activities)

- Relationship among needs, objectives, and activities

- Processes defined in the school plan (planning and evaluation activities, monitoring of program implementation, articulation, and/or coordination activities designed to bring together the various services provided for students)

- Investigation strategies which the reviewer will use to find or validate those processes which are not clearly defined

The reviewer must have a good grasp of the planned program as represented in the school plan in order to understand the program provided for students at the school and how the people at the school plan to make the program work.

Contacting the School

Approximately four weeks before the school visit, the review team leader will telephone the principal to:

- Discuss the self-review process used by the school in preparing for the review
- Discuss the review procedures to be used by the reviewers, and establish the review schedule
- Clarify any questions about the program stemming from the review of the school plan
- Identify any major changes in the plan or budget
- Identify areas of the school program to be covered in the review
- Identify the documents that the team will need to review
- Clarify any concerns or questions that school principal and staff may have
- Discuss the nature of the school community
- Identify all special services currently offered at school site
- Discuss how the random sample of students representative of the program areas to be reviewed will be chosen. The school usually has some form of numbering system for the attendance register. Agree on a procedure for the principal to use and agree that procedure will be verified on the first day of the review.

Preliminary Meetings

On the evening prior to the actual review, the review team will meet with a representative team from the school. The school team's composition is the principal/s decision. The lead reviewer should suggest that the principal may like to invite SSC/SAC/BAC chairperson and program manager. Other school or community personnel may be invited at the discretion of the principal.

The meeting will be used to:

- Introduce team members
- Discuss the purpose of the review
- Review the procedures, e.g., daily interviews with students, following the sampled students' programs, observations in the classrooms of program improvement areas, talking to students, discussing their work, talking to aides about their roles, talking to curriculum leaders such as department heads, talking to district personnel and other adults involved in the instructional process

- Coordinate three-day schedule
- Learn about the school/community setting from the staff
- Review any self-review information provided by school staff
- Review contents of the school plan and update supplied by the schol staff
- Discuss other areas of concern as they are identified

Following the meeting with school personnel, the review team will have an organized meeting. The purpose of this meeting is to:

- Assign responsibilities for specific program areas being reviewed
- Formulate questions to be answered during the review process
- Outline review strategies
- Develop a common understanding of team processes
- Identify possible problem areas
- Begin to develop team rapport
- Discuss the school plan
- Plan strategies for the review
- Define reviewer roles and responsibilities
- Designate meeting times during the review to "touch base" and share perceptions
- Review the schedule
- Get to know each other's interests and strengths

Conducting the Review

In finding out about the quality of the school program, three basic review procedures are used (1) classroom observation; (2) interviews--both formal and informal, and (3) the review of records and documents. Each of these methods is used in conjunction with the others. For example, while observing in a classroom the reviewer will learn what currently is happening. By looking at a student's work of a few days ago and records of students' progress over a few months, the reviewer then develops a sense of how appropriate and how typical the observed activities are. Similarily, by talking with the teacher and students about the observed activities, the reviewer can verify the accuracy and completeness of his or her observations. Information gathered through each method is verified by information from one or both of the other procedures.

Observation of Instruction

Through observation of instruction, whenever it takes place, the reviewer gathers basic information about the school program in order to judge the effect of the instructional program on how and what students are learning, the effect of staff development activities on those working with the students, the effect of other instructional support activities, the effect of activities to translate the planned program into action and so forth.

NOTE: Observation of instruction includes informal interviews with students and staff, based upon what has been observed, as well as the observation of activities.

Interviews

The basic information gained through classroom observation is verified, clarified, and expanded through interviews. Interviews enable the reviewers to learn how the program came to be the way it is, as well as to better understand the program as it is and might be.

In the three-day review process, interviews are an extremely important source of information about the program and how staff, students, and parents relate to the program. Group interviews with teachers, aides, students, councils/committees, district personnel, support staff, and volunteers serve several major purposes. They enable reviewers to:

- Verify data obtained from other sources
- Collect data that have not been gathered from other sources
- Resolve conflicts in data collected
- Give people the opportunity to share past experiences, present realities, or future plans which the reviewers might not have uncovered
- Offer an opportunity for people to ask questions of the team
- Give the team an opportunity to inform the group of areas still needing clarification

Review of Records and Documentation

Information gathered through classroom observations of instruction and interviews is verified, expanded, and clarified through the review of such records as:

- Lists of students to receive special services; such as LEP, Title I/SCE, and students with exceptional needs
- Records of student progress, including IEPs, ILPs, and other individualized learning plans
- Student test results, including California Assessment Program (CAP) data, over a period of years
- Minutes of SSC/SAC/BAC meetings
- Evaluations of staff development and parent education activities
- Newsletters and other communications to parents
- Program evaluation information, including self-review findings

Reviewers are cautioned to remember that only those records that promote program implementation and improvement and those that are necessary to document compliance with laws and regulations should be maintained by the school. Therefore, do not overemphasize the importance of records and documents.

How these three review procedures: observations of instruction, interviews, and review of records and documents are used in the evaluation of the program is described in Chapter II.

The events that occur during a program review.

The events which are a standard part of a review are:

- An informal introductory meeting with the staff (if posssible)
- An initial meeting with the principal
- Obervation of instruction, including observations of individual students
- Individual interviews with staff and students
- Group interviews - for staff by department or subject area, as well as with committees, including student organizations
- Ongoing discussions with the principal about the progress of the review
- Compliance review with the principal
- Ongoing meetings of reviewers during the review days and evenings
- Preparation of the final report
- Two-stage report:
  - To the principal
  - To the total school community

Introductory Meeting with the School Staff

If possible, arrangements should be made for a short informal meeting of the school staff and the reviewers prior to the beginning of classes on the first morning of review. During this meeting the reviewers will:

- Describe the purpose of the review:
  - To judge the quality of the school program, using the Program Review Handbook
  - To make recommendations regarding program improvement
  - To recognize program strengths
  - To assess program compliance, using the Guide for Reveiwing School Program Compliance
- Describe the procedures that will be followed:
  - Observation in each instructional setting included in the planned program and special education programs
  - Interviews with, and following of, individual students
  - Group interviews with teachers, students, aides, support staff, councils/committees, parent volunteers, district office staff

Initial Interview with the Principal

During this interview the reviewers will seek information to help them get started on the review. This information may include:

- Historical perspective of the school, e.g. changes in program and or implementation processes, period of special funding, changes in student population, changes in teacher staff, and so forth
- Self-review process and results
- Final schedule for review
- Location of documents to be studied
- Personnel employed--name, funding, role, and responsibility
- Map of school and schedule of classes, labs, and so forth
- Any special programs not indicated in school plan
- Any other information the principal wishes to communicate to the reviewers

Individual Student Interviews

Each member will interview several individual students before observation of instruction begins. These students should be selected randomly from among students representative of the program areas to be reviewed. The information obtained from these interviews will help formulate an image of each student's day, which can be clarified and validated through direct observation in instructional settings, discussions wiht members of the school staff, and further discussions with the student.

Observation of Instruction

At least one reviewer visits each instructional setting that falls within the scope of the review. Instructional settings include classrooms, shops, resource specialist rooms, libraries, gyms, theaters, and media centers. As necessary, return visitations are made to verify information and establish a firm understanding of the school program.

During each visit to the instructional setting, the reviewer focuses on what students are doing, talking to students, looking at their work, and reviewing records of their progress. The reviewer also talks to the teacher, and other adults such as aides, who may be working with the students, to clarify his or her understanding of how and what the students are learning.

Group Interviews

Group interviews are scheduled for 30 to 45 minutes. Because the teacher interview is a key to understanding the total instructional program, staff development and translating activities, an hour or more should be allowed for this interview.

Separate interviews should be held for teachers involved in each of the different instructional areas included in the plan and being reviewed. For example, all teachers involved in improving the math program should meet together with members of the team, all teachers involved in implementing reading in the content areas should meet together with members of the team in a separate meeting, and so forth.

The people who should be included in each group interview are:

- **Teacher interview:**
  - All regular classroom teachers involved with the planned program, as described above
  - Special education teachers/specialists
- **Aide interview:**
  - All instructional aides (classroom, resource/media center, ESL, and so forth)
  - Special education aides
- **School support staff interview:**
  - Other nonclassroom certificated personnel assigned full-time to the school (resource teacher, library/media specialist, program coordinator, resource specialist, and so forth)
  - Nonclassroom certificated personnel assigned directly to the school on a part-time basis (psychologist, nurse, language specialist, and the like)
  - Any classified personnel whose duties might be considered support rather than instructional (home/school liaison, parent volunteer, coordinator, health aide)
- **District support staff interview:**
  - District-level personnel who are not paid through special program funding and who are responsible for the programs at the school (curriculum, guidance)
  - District-level and SESR personnel who are paid through special program funding and who are directly responsible to the school (program specialists, evaluators, and the like)
- **Parent and other nonpaid voluteer aide interviews:**

  NOTE: SSC/SAC/BAC members should not be included in this category.

  - Those persons who volunteer their time in classrooms.
  - Those persons who volunteer their time in support activities (making materials, translating, telephoning, and so forth)
- **SSC/SAC/BAC interview:**
  - All members (principal, teachers, other staff members as well as parents and community members) of the councils/committees should be included. Logistics may determine that, in a school with more than one council/committee, only one of the groups may be interviewed at a given time. In this case, be sure that each group is interviewed.

Ongoing Discussion with the Principal

During the review, several times should be set aside for informal and/or formal discussions with the school principal. These meetings serve to keep the principal abreast of:

- How the review is proceeding
- Areas in which information is incomplete or missing
- Areas in which compliance issues may be arising or in which information is incomplete or missing
- Scheduling difficulties
- Other information which should be communicated during the interview

In addition, the meetings provide an opportunity for the principal to give feedback to the reviewers about how the review is being perceived by the school community as well as to provide needed information to the reviewers.

Ongoing Reviewer Meetings

Throughout the review, the reviewers must meet frequently to ensure consistency in their perceptions of the program and the process of review, as well as their concepts of areas for improvement. The several times that have been found to be most productive for meetings of reviewers are:

- Immediately before of after lunch (lunch itself is a good time to talk informally with staff or students)
- Preceding group interviews--to determine questions to be explored and issues to be raised
- At the end of each day of the review--to begin to determine quality ratings, compliance findings, and opportunities for improvement for those aspects of the program needing no further clarification and to design strategies for collecting additional information and/or resolving conflicts in information
- Preceding the preliminary report to the principal at which time all compliance findings, quality ratings, and suggested opportunities for improving are finalized and the roles determined for the last two reports

Preliminary Report to the Principal

Prior to the final report to the school, the reviewers meet with the school principal (and anyone else of his or her choosing) and share their findings of program quality, their suggestions for program improvement, and program compliance findings that will be presented in the final report to the school community. If the ongoing discussions between the reviewers and the principal have been complete and communications have been open, this preliminary report should be largely a confirmation of the previous discussions.

The Final Report to the School

The final report includes the review team's findings of the quality of the school program, its suggestions for program improvement, and the compliance findings. It is a report to the entire school community. For a description fo the final report, see Chapter III.

How the Findings of the Program Review are Used by the School

Since the primary purpose of program review, whether internal or external, is to find out how well a program is working fo the benefit of the students and others being served by that program, the findings of program review should be so stated that they can be used in planning activities that will make the program more effective, that is, planning what activities to continue and which to replace or modify.

Following the program review the SSC/SAC/BAC, along with other staff and parents, should review the selected opportunities for improving to determine their potential effectiveness for the school program and then decide how to incorporate them into the program. It is important for staff and parents to realize that the selected opportunities for improving are not mandates; they are the reviewers' best suggestions for how the school program might be made more effective for the students, the staff, and others of the school.

CHAPTER II

CONDUCTING THE PROGRAM REVIEW

This chapter describes how to conduct a program review. It is organized into three sections: The Effect of Instruction on Students; The Effect of Support on Instruction; and the Effect of the Improvement Process on Support and Instruction. Each of these sections contains: (1) the criteria for judging quality, (2) a guide for collecting information, and (3) Opportunities for Improving work sheets, which are used to prepare suggestions for program improvement.

A. USING THE QUALITY CRITERIA

The Criteria for Judging Quality

The quality criteria are intended to describe the effect of activities on the client (e.g., the effect on the students of instructional activities and the effect on instruction of support activities). Each criterion is referenced to a seven-point scale from high effectiveness to low effectiveness. This scale is anchored by three paragraphs which describe what a school program looks like from the perspectives of high, middle, and low effectiveness. The reviewer's job is to decide which description best fits the aspect of the program being reviewed. The intermediate points on the scale are for use when an aspect of the program is judged a bit more or less effective than these anchor descriptions. These scales are designed for use with the review procedures described in the handbook and with the guide for collecting information that follows each quality criterion.

The quality criteria for each section both describe what the reviewers are seeking to learn about a program and provide a framework for making judgments about the effectiveness of each aspect of the program and how that effectiveness might be enhanced or sustained. In using these criteria, reviewers must observe the effects of instruction on students and decide which descriptive paragraphs in "How Students Are Learning", best describes what has been observed. They must also gain sufficient understanding of what the instructional program is, how it came to be the way it is, and how staff and others are carrying out the program, to determine what could be done to make the program more effective for the students.

The Guide for Collecting Information

The guide for collecting information about each criterion identifies areas of investigation, primary sources of information, and verifying sources of information. The phrases in the "Area of Investigation" column are directly related to the descriptive paragraphs of the quality criteria. They represent the major topics or themes underlying the three descriptive paragraphs of each criterion. The second column, "Primary Sources of Information" identifies information to be pursued either by observation or by group interview. The third column, "Verifying Sources of Information" identifies substantiating facets that are to be pursued by observation, interview, and document review.

In using this guide to find out "what is" in the program under review and why it is that way, reviewers should note the following instructions:

- Choose which questions to pursue when and how. In so doing, allow the actual structure of the classroom--the activities in which students are engaged at the moment--to guide the choice. Follow the clues as they present themselves; do not try to pursue all questions to the same depth in all classrooms for all students and/or teaching staff.

- The ultimate purpose of the review is to judge the effectiveness of "what is" as it relates to benefits for students. Do not use the questions as checklists or as lists of events whose existence must be verified.

- As much as possible, pursue answers to several questions simultaneously. The interrelationships among the answers are often more important than verification that isolated events are occurring. This is especially true in linking instruction to support and in linking both instruction and support to the improvement process.

- First, form a clear picture of what the program is, then judge its effectiveness. Do not make judgments about the effects of instruction on students, the effects of support on instruction, or the effects of the improvement process until your picture of what is happening is complete. Premature judgments about effectiveness can seriously distort both your further investigation and your conclusions.

Opportunities for Improving

Immediately following the guide for collecting information is a work sheet with opportunities for improving statements. These statements describe what the adults who provide services are doing or might do to achieve beneficial impact or effect on the client. The intent of the quality criteria ratings is to give the school a status report on the effectiveness of the current program. The intent of the opportunities for improving is to aid the school in moving from the current status toward improvement by suggesting areas on which the school might next focus in its ongoing planning progress.

In selecting opportunities for improving, reviewers draw upon their understanding of the school program to identify activities that:

- Would focus on the key or underlying cause for the effect on the client.

- Would have the greatest impact on the program, leading to improved effectiveness in many areas.

- Would be the best next step to take in an area "ripe" for improvement--that is, where staff interest and motivation in high, where there can be high yield for efforts expended and which is small enough in scope to ensure success.

The selected opportunities then are expressed so as to recognize and encourage utilization of the school's improvement processes of planning, translating and evaluation.

B. MAKING JUDGMENTS ABOUT PROGRAM QUALITY

Judging program quality

Over the course of the two or three days of the review, the reviewers will be pulling together the evidence they have collected into a picture of the school program. In making a quality judgment, the reviewers compare this evidential picture with the three descriptive paragraphs which anchor each quality criterion. The reveiwers determine the quality rating by deciding which criterion description best fits their picture of the school program.

In making judgments about the quality of each aspect of the school program, reviewers must adhere to the following instructions.

Responsibility for evidence and explanation

Because the accessibility and quality of evidence at a school will vary considerably, the issue of who is responsible for providing evidence and explanation is crucial. The reviewers and the school must understand their respective responsibilities in establishing "proof." As used here, "proof" does not mean scientific or legal proof, but rather "reasonable conclusion" based on the best available evidence.

Generally, as the judgment goes from the middle to the high end of the scale for any particular criterion, the burden of responsibility shifts toward the school staff. As the judgment goes from the middle to the low end, the burden shifts to the reviewers. In making judgments, the reviewer should use the following guidelines to ensure that the burden of responsibility is placed correctly and consistently.

- When evidence begins to indicate that an aspect of the school program fits the higher end of the scale, the school staff has a responsibility to provide information, to direct the reviewers' attention to examples, and to explain how the program works for all the clients. The staff must also explain how the program reaches all of the intended students, rather than just some. The reviewers have the responsibility for requesting and listening to these explanations, pursuing their investigations through observations, interviews, and record search, until they have enough evidence to judge what is going on in instruction and to rate it accordingly.

- When evidence begins to indicate that an aspect of the school program fits the lower end of the scale the burden of responsibility shifts to the reviewers to identify the limitations of the program for the review criteria under consideration. That is, the reviewers must understand what is happening and be able to explain the evidence they have found of lack of effectiveness.

NOTE: Lack of evidence of effectiveness is quite different from evidence of lack of effectiveness. Failure to find evidence is a failure of the review process for which both the reviewers and the school share responsibility.

What to do when a program quality seems to fit a mixture of descriptions

The quality criteria for instruction are written in terms of an individual student. In any school being reviewed, there will probably be some students whose instruction fits one description and other students whose instruction fits a different description. To determine how to judge the quality and effectiveness of an aspect of the instructional program which is best described with a mixture of the criteria descriptions, use the following rules:

- Virtually all students should be receiving instruction of high (or low) quality to judge as aspect of the instructional program as high (or low).
- If the majority of students are receiving high (or low) quality instruction, the rating would be between middle and high (or low).
- Use the middle rating for an even mixture of high and low

Be especially alert to how the program is meeting the needs of the educationally disadvantaged, limited-English-proficient (LEP), gifted and talented students, and students with exceptional needs.

For any judgments of quality, the reviewer's primary responsibility is to make the best possible judgment. Making judgments of quality is not just a technical procedure, so reviewers should not expect to give a technical explanation of how judgments were derived. The techniques described in this handbook are designed to improve the ability of trained educators to gather complete information upon which to make judgments, and to provide better feedback to the school, and to make the judgments of program review necessary in applying the criteria, more consistent. Nonetheless, these techniques cannot replace the reviewer's own ability to make value judgments.

Difficulties in Judging Quality

No matter how well-designed the procedure or how well-prepared the reviewer, there will always be difficulties in making judgments of quality. The difficulties have lead to different consequences for each school. Reviewers should be aware of these difficulties and the potential consequences of each at the school being reviewed.

Overgeneralizing

Necessarily, the review is limited to a "slice of time" sample of situations, time intervals, curriculum content, students, and so on. Merely assuming that this limited sample is typical is a mistake of overgeneralization. To avoid overgeneralization, support the initial generalizations from observed samples by relating what students are doing to the work they are producing. Then relate this current work to samples of past work from the last several weeks. Discuss past and current work with the student as further clarification and support for generalizing. Discuss the observed activities and students' work with the teacher, and ask for explanations of how the activities fit in with the overall program for the year. The teacher's explanation is an important step in generalizing. Finally, try to relate observations in the various classrooms to schoolwide programs and plans for programs. Discuss this relationship with the teacher, with people active in planning, and with school leaders, especially the principal. By fitting observation and explanation together in this way, it is possible to construct a historical picture of the school program and tie it to the observed experiences of students. It is this picture and the tie to students which provide the framework for generalizing from specific observed data.

Too impressionistic

While initial ipressions are a valuable guide for pursuing a line of investigation, they should be validated or rejectd by careful examination of appropropriate evidence. This evidence should include teachers' explanations, students' work, or classroom observation. Initial impressions can be based upon situations which are not typical of the school. Do not let these impressions color the review without verifying them.

Too analytic

The reviewer should not just set upon the school as an active information gatherer, ferreting and figuring the whole time. This can lead to simply collecting data for the sake of data rather than looking for the qualitative effect on the program. Reviewers should give the school an opportunity to disclose itself in its own way. Reviewers should, therefore, spend some time quietly allowing the atmosphere and tempo of life at that school to present itself.

Personal bias for or against specific materials or programs

Use the criteria and procedures in this manual. Reviewers should keep in mind that "what would not work for me and mine might work for them and theirs." Reviewers must be certain to observe how a program works for the school, rather than judging how it would or did work for them. The personal bias error can go either way. Just because a program was best for a reviewer at his or her school does not mean that it should be judged as effective in another school.

False positive

This costly mistake occurs when a school staff is doing a poor or mediocre job, and the reviewer tells them they are doing a very good job. When this mistake is made, the incentives for improvement are undermined and the arguments for maintaining the status quo are reinforced by the review.

False negative

Although this mistake can be most upsetting, it is not always as bad as the false positive. Schools which are judged more effective than the effects described in the middle criterion paragraph are often upset that they did not get the top rating (just as "A" students complain the most over "B+" grades). In many cases, these schools are strong and confident enough in their self-review to brush off the effect of a false negative. In some cases, however--especially in schools which have made progress from a lower rating to middle or above--a false negative rating can be demoralizing.

Reinforcing facades

Any type of grading system has aspects which resemble a game. A costly mistake is the collapse of the review process-which is intended to have a real and positive effect on the education of students--into a game. While concern for "fairness" is very important, it is less important than concern for the real job of educating students. Over-attention to the technology and procedures of program reviews may subvert the intended effects on education and create a "fair" but expensive and wasteful game. Some school and district personnel complain that trying to do well on program review forces them to waste time building facades instead of teaching the students. Reviewers should not reinforce facade building in schools which want to do well. Reviewers should concentrate on students' learning rather than paraphernalia of instruction.

C. THE EFFECT OF INSTRUCTION ON STUDENTS

This section contains seven quality criteria, each of which is used to judge the effectiveness of an aspect of the student's instructional program. Each criterion is accompanied by a guide for collecting information relative to that criterion and a set of opportunities for improving that area of instruction.

The first three criteria are used to judge the effectiveness of the instruction received by all students participating in the planned program including limited-English-proficient, educationally disadvantaged, gifted and talented students, and students with exceptional needs. The criteria are:

- How Students Are Learning
- What Students Are Learning
- The Environment in Which Learning Takes Place

The next three criteria are used to judge the effectiveness of the special services provided students with special needs. These criteria are:

- The Effect of Excess Cost Services on Educationally Disadvantaged Students
- The Effect of the Bilingual Services on Limited-English-Proficient Students
- The Effect of Special Education Services on Students with Exceptional Needs

The final criterion is used in schools receiving School Improvement funding to judge the effect of the total program on the student. It includes all areas of the curriculum and all services received by the student over time, and applies to each student participating in the planned program. The criterion is:

- The Effect of the Student's Total Program on the Student

This part of the review focuses on the individual student. Each area of instruction must be viewed from the perspective of its impact on the learning of each student, including LEP, educationally disadvantaged students, students with exceptional needs, and gifted and talented students.

How To Look For The Effects Of Instruction On Students

Each participating classroom, resource specialist room, rooms or areas where other special education services are provided, library and/or media center and resource center and/or learning laboratory must be visited. It is recommended that 20 minutes be devoted to the initial visit to each classroom. Not all of the areas of investigation identified in the guide for collecting information need to be explored in every classroom, but each should be verified in several classrooms. Classroom visits should be structured to make the most of the time available.

Upon entering the classroom, spend a few minutes developing and understanding of what is happening within the classroom:

- Look at the physical environment
- Observe the students and what they are doing
- Observe how students are grouped and how individual assistance is provided
- Observe the teacher, aide, and other personnel (parents, tutors, support staff) as they work with the students
- Listen to the questions asked by students and the responses they receive

Remember at this point that, as a reviewer, you are putting together an initial picture rather than making judgments; each impression will need to be verified through further observation and informal interview as well as through other sources; and that first impressions may be influenced by personal bias.

Using clues gathered while putting together the initial picture, select a few students for in-depth study, including one or more with special needs, such as educationally disadvantaged, gifted and talented, LEP students, and students with exceptional needs.

BASIC CLUES FOR UNDERSTANDING INSTRUCTION

- What are the students doing?

  - Receiving instruction
  - Applying skills
  - Discussing concepts
  - Acquiring information
  - Waiting
  - Playing
  - Practicing newly acquired skills
  - Teaching each other
  - Synthesizing and evaluating information
  - Watching
  - Attending to an unrelated task
  - Causing a disturbance

- How much time is actually spent on assigned activities?
- How much time is the student receiving attention from the teacher?
- Is the teacher's attention for instruction, providing personal reinforcement, or other purposes?
- Are other adults (aides, volunteers, special education teachers) present to provide special assistance? If so, how do they spend their time?
- Are students with expectional needs included in appropriate ways?
- What are the activities of Title I/SCE students?
- Is the content for each student challenging, but not defeating?
- Is there support for LEP students through materials, aides, etc? Is this support appropriate to the students receiving it and the instructional setting?
- Do students complete one assignment before they begin a new assignment? If they finish early, do they use extra time productively?

THE EFFECT OF INSTRUCTION ON STUDENTS: HOW STUDENTS ARE LEARNING

This criterion focuses on the extent to which the instruction received by each student is responsive to his or her needs, strengths, interests and ways of learning, thus enabling him or her to be successful as a learner.

How students learn involves instructional issues such as: (1) responsiveness to individual student needs, strengths, and interests, and ways of learning; (2) the activities in which students are engaged (including materials, instructional methods, and grouping); (3) use of time for activities (4) extension of learning; and (5) opportunities to apply skills and knowledge learned in one area of the curriculum to other areas.

NOTE: The term "ways of learning" includes the setting in which a student learns best, such as more or less structured, independently or in a group, as well as his or her preferred methods of receiving and processing information--visual, auditory and/or kinesthetic.

In determining how students learn, focus directly on what the individual students are doing rather that on how the adults are teaching. Determining what adults do to make learning happen is used to test and verify what you find the students doing. Thus, the investigations begin with what the students are doing.

Note that a key indicator of student learning is the extent to which his or her instruction matches his or her needs, interests, strengths, and ways of learning. The clues that you have gathered through initial classroom observation will give you some indication of how responsive the instructional program is to student needs. Follow those clues to determine how responsive instruction is to the individual students in your sample. Then seek additional information that will enable you to generalize from your sample students to the classroom as a whole.

Apply the criterion How Students Are Learning to each area of the curriculum under review.

CURRICULAR AREA ____________________

CRITERIA FOR JUDGING QUALITY

THE EFFECT OF INSTRUCTION ON STUDENTS: HOW STUDENTS ARE LEARNING

This criterion focuses on the extent to which the instruction received by each student is responsive to his or her needs, strengths, interests, and ways of learning, thus enabling him or her to be successful as a learner.

In applying this criterion consider: (1) The planned program being implemented this year; use a separate page for each curricular area, writing the name of the curricular area in the space above, (2) All students participating in the planned program, including students receiving special services (gifted and talented, LEP, Title I/SCE, and students with exceptional needs).

The student is restless and not interested in the learning activity in which he or she is engaged. He or she is not attending to the task and is frustrated by the learning activity. The student is confused about what to do or how to do it and does not know the purpose of the activity. Instructional activities for the student are frequently the same as those for his or her classmates, without recognition of his or her needs, strengths, interests, and ways of learning. Opportunities to practice skills and concepts are limited; many skills and concepts are not being mastered or extended; and continuity of learning experiences is lost through interruptions. Opportunities to apply skills and concepts in other curriculum areas are limited; each curriculum area is treated as separate from others. The personal and social needs of the student are seldom considered by staff when planning his or her learning activities or assigning him or her to groups.

The student is interested in the activity in which he or she is engaged and generally is attentive to the task; there is little interruption due to confusion about what to do and how to do it. The materials the student uses and the activities in which he or she is engaged generally match his or her needs and strengths; materials and methods of instruction sometimes take into account the ways in which the student learns and his or her educational interests. Student work indicates that he or she experiences success in learning the necessary skills and concepts of the curriculum and has some opportunity to extend, bring together, and apply the skills or concepts. There is an indication that the personal and social needs of the student are considered by staff when planning for his or her learning activities and when placing him or her within groups.

The student is actively engaged in learning activities; he or she is attentive to the task, and his or her interest and motivation for learning is high. The learning activites are not only challenging for the student, but also are successful learning experiences. The materials that the student uses and the activities in which he or she is engaged match his or her particular interests and ways of learning as well as his or her needs and strengths. Student work indicates that the student has sufficient opportunities to practice, extend, bring together, and apply the identified skills and concepts of the curriculum; he or she knows the purpose of the activity and expects to achieve that purpose. The settings in which the student works and the working relationship with other students and adults encourage the personal and social development of the student as well as his or her acquisition, extension, and application of skills and concepts of the curriculum.

E/S

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

GUIDE FOR COLLECTING INFORMATION ABOUT HOW STUDENTS ARE LEARNING

Area of Investigation	Primary source of information: classroom observation	Verifying sources of information: interviews/documents
Activities in which the student is engaged	Are the students working on the same skills, using different activities in recognition of their different ways of learning? How are teaching methods varied according to what is to be learned and the needs and strengths of each student? Are students at all performance levels involved in challenging and productive activities? To what extent is instruction leading to accomplishment of objectives (in IEPs, ILPs, and other individualized programs)? Are students at some levels limited to passive teaching, such as repetitive desk activities? To what extent is direct instruction a part of the student's daily instruction? Does the student understand what he or she is expected to do, how to do it, and why? Can the student relate what he or she is doing to what he or she has done or will do? Has the LEP student understood directions for the activity and what he or she is to do? Does the LEP student receive instruction in his or her primary language? Is that language used in a way which supports learning in the various subject areas? In what kinds of compensatory activities is the Title I/SCE student involved? Do they appear to meet his or her needs?	Explore with both teachers and aides: The role of the classroom aide; how the aide assists the student; who determines what the aide does with whom and how; who determines what the student does; services for Title I/SCE, LEP, gifted and talented, students with exceptional needs and gifted students and talented; who determines what the needs will be and how they will be carried out? Explore with support staff: How support staff are involved in determining what students do; what they do directly with students, how they accommodate different learning styles, needs, and strengths of students Explore with classroom volunteers: How classroom volunteers assist the student in learning Documents: List of Title I/SCE, LEP students; teacher aide lesson plans, IEPs, ILPs, student records

Area of Investigation	Primary source of information: classroom observation	Verifying sources of information: interviews/documents
Materials the student is is using	How students are grouped? How flexible is the grouping?	
	Are the materials used in the Labs and Resource Centers adapted to student needs?	
	Do the materials fit into the purpose of the activity?	
	Is the student using the materials to accomplish an intended objective?	
	Do the materials match the student's needs, strengths, interests, and ways of learning?	
	Is a variety of materials used in teaching the same skill?	
	Are appropriate materials, media, and equipment available in the classroom for LEP, Title I/SCE, and individuals with exceptional needs to meet stated objectives?	
Student success as a learner	Does the student know who will look at his or her work and when?	
	Does he or she know what happens if the work is not done correctly?	
	Does the way in which the student receives feedback reinforce learning?	
	How timely is the correction of student work? Does the student's work indicate general success, repeated failure, or repetition of skills already mastered?	
	Does reteaching take place when a student's work indicates the need? Who does it?	
	Will the student learn the prescribed skill or concept by doing the assigned activities and using the assigned materials?	

Area of Investigation	Primary source of information: classroom observation	Verifying sources of information: interviews/documents
Personal and social needs of the student	Is there evidence that the staff recognizes the personal/social needs of the students? Do the students work well together? Is there evidence that students are learning to become socially responsible? How do the working relationships between teacher/aide appear? Teacher support staff; aide/volunteer; adult/student; student/student, and so forth?	Documents: Assessment information including self-concept inventories; psychologist, nurse records; IEPs; absentee records.
Student opportunity to apply and extend	How does the student apply what has been learned in other areas of the curriculum? Are there a variety of approaches for a student to use in applying learned basic skills? Does each student, including LEP, educationally disadvantaged, gifted and talented, and students with exceptional needs, extend and apply skills appropriate to his or her level? Are there extension or application activities for remedial instruction?	Explore with students: What textbooks and materials students use and how often, what other areas of the curriculum they experience Explore with teachers: How different basic skill levels are accounted for in other areas of the curriculum; what techniques are used to encourage students to apply basic skills Documentation: Teacher lesson plan book, learning centers, variety and range of books and materials, IEP.

OPPORTUNITIES FOR IMPROVING HOW STUDENTS ARE LEARNING

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff and others at the school. The SSC/SAC/BAC along with other staff and parents should review these suggestions, determine their potential effectiveness for program ipprovement, and then decide how your ongoing planning, translating and evaluation procedures will be used to incorporate them into your program.

a. Ensure that those who work with students know each student's needs, strengths, and interests.

b. Determine what each student has learned and has yet to learn in each of the academic areas addressed in the school plan, and all individualized learning plans. Reexamine such assessment frequently enough to be current with the student's growth.

c. Assess each student's social and personal development, including awareness, knowledge, and understanding of different ethnic groups.

d. Plan each student's daily work based on assessment of what the student already knows and has yet to learn, his or her interests and strengths, and the way in which he or she learns best.

e. Group and regroup students in accordance with their needs, strengths, interests, ways of learning, and what is to be learned (consider individual learning, small group, large group, whole group).

f. Use a variety of teaching methods to meet each student's needs, strengths, interests, and ways of learning.

g. Use materials and activities which allow students to build on their strengths and interests.

h. Set appropriate standards and expectations for all students, and make those clear to the students.

i. Manage instruction in ways which minimize disruptions and allow students sufficient time to acquire, extend, and apply the skills and concepts of the curriculum.

j. Provide timely feedback to students about their work.

k. Provide opportunities for students to practice and apply skills and concepts being learned

l. Coordinate and use all available resources so that materials, talents of parents and community members, and special skills of the school staff support each student's continuous progress.

E/S

NEW

Selected Opportunities for Improving

Guide for Collecting Information To Determine Opportunity For Improving How Students Are Learning

After observing the students at work and talking to them about that work, continue your investigation to determine what has created the effects you have observed. Look at how the students are assessed by the teacher to determine what they have learned, what they need to learn, and how they learn best. Look at how assessment information is used to determine what the students should do and how they should do it. Look at how students and adults are spending their time.

Use the information gained in this part of your investigation to identify opportunities for improving the effects of how students are learning. As you proceed through the review, use this same process--finding out what is, identifying the effect of what is, and then investigating why the effect is as it is--in order to suggest opportunities for improving or sustaining the effectiveness of each aspect of the program.

Area of Investigation	Primary Source of Information: Classroom observation	Verifying Sources of Information: interviews/documents
Student assessment	Is information collected about the academic progress of the students in all subject areas? (as appropriate for students with exceptional needs)? Is information collected about the student's personal and social development? Is information collected by testing and observing; by analyzing students' work; by conferring with parents, students, and/or other teachers? If assessment is made by other than the classroom teacher, how does the assessment information become part of the teacher's working knowledge of the students?	Explore with teachers and support staff: How the methods of assessing students were designed or selected; how the information is used; how often reassessment occurs and why; how consistently the information is used (from class and grade to grade); how helpful assessment information is in guiding the learning of students; how the information is articulated (from grade to grade and classroom to resource or media center). Explore with aides: How aides are involved in assessing students' needs, strengths, and ways of learning; their responsibility for maintaining any records; how they communicate what they learn about students to the teacher.

Area of Investigation	Primary source of information: Classroom observation	Verifying sources of information interviews/documents
	Do teachers, aides, other teaching personnel, and students conduct ongoing assessment? How timely are the assessments?	**Documents**: Test scores; classified/individual student progress records; personalized teacher record keeping system; report cards; survey data; any other assessment information; support staff records of student progress and articulation or communication with classroom teacher; individual assessment plan.
	How is ongoing assessment information being used to decide the activities in which the student should be involved and the materials he or she should be using?	
	Do students participate in their own assessment?	
	How is assessment information transmitted between classroom teachers and specialist teachers?	
	Is only pertinent information shared, thereby respecting confidentially or personally identifiable information whenever possible?	
	If there is an indication that a student may need special education, does the regular teacher know the referral procedure?	
	Does the regular teacher participate in the special education assessment of individuals with exceptional needs?	
How the classroom is organized and managed	How does the teacher decide with whom the student will work (teacher, aide, volunteer, peer)? How are decisions made about who works with educationally disadvantaged, LEP, talented and gifted students, and students with exceptional needs.	

Area of Investigation	Primary source of information: classroom observation	Verifying Sources of Information interviews/documents
How groups are established	Are decisions based on tasks and concepts or skills to be taught? On personal, social, academic needs and strengths and language abilities of the students? On the capabilities of the adult(s) who will work with the students? Do practices allow for movement in and out of groups as indicated by individual needs? How are students with exceptional needs, LEP, Title I/SCE, gifted students, and so forth grouped for instruction? How is current assessment information used in determining their grouping? Do students have the opportunity to work with a variety of other students in both social and academic settings?	Explore with teachers: How students are grouped; how flexible the grouping is; how he or she determines the activities each student or group of students should be engaged in; how he or she works with the student or groups of students; how he or she works with the aide; how what the students are doing now fits into a larger timeframe: the last few weeks or the plan for the year.
How the classroom schedule is determined	Are decisions about the classrom schedule based on the task, skill, or concept to be taught? On personal, social, academic needs and strengths and language abilities of the students? Does the schedule provide adequate time for lessons (complete introduction and sufficient exploration/practice in order to maximize retention)? Does the schedule provide adequate time for completion of the assigned task? What curriculum priorities does the schedule reflect? Is adequate time allowed for other areas; e.g., fine arts, social studies, and science, as well as basic skills? Is time allowed for personal and social development activities? Is time allowed for English-as-a-second language and/or primary language instruction?	Documents: Lesson plans, written classroom schedules, IEPs, ILPs.

Area of Investigation	Primary source of information: classroom observation	Verifying Sources of Information interviews/documents
	How does the teacher make decisions about what activities should be extended outside the classroom and how?	
	How does the teacher use his or her time? In direct instruction with students; in planning lessons; in response to student requests for help; in planning for instruction; in directing the students; in directing other adults, aides, and volunteers?	
	How do the aides use their time? In working with students individually and in groups, in preparing materials, in implementation of IEPs and ILPs, in record keeping? How does the aide plan with the teacher?	
	How does the teacher ensure that the time the student is engaged in learning activities is sufficient to learn what is to be learned?	
	Do specific groups, such as individuals with exceptional needs, LEP, Title I/SCE and gifted, tend to receive most attention from either the teacher or the aide?	
How student learning activities are directed	How are decisions made about what materials the student will use and in what kinds of learning activities he or she will be involved? Who makes them?	
	To what extent are the decisions based on knowledge of what the student has learned and needs to learn next?	
	If homework is assigned, is it for all students or some students? How is information about homework fed back to students? Is it timely?	

THE EFFECT OF INSTRUCTION ON STUDENTS: WHAT STUDENTS ARE LEARNING

This criterion focuses on how effective the instruction received by each student in each curricular area is in enabling him or her to acquire successfully necessary skills and concepts of that particular area and to apply them to other learning.

What students are learning involves issues of curriculum - completeness of content, identification of skills and concepts to be learned in curricular areas included in the planned program and individual learning plans, and the range and depth of content available for matching the range of student needs, capabilities, and educational interests. For purposes of the review, curriculum is defined as the instruction in skills and concepts that students actually experience rather than as the school's or district's course of study.

In order to develop a more thorough understanding of instruction, evaluate the curriculum as it exists for the student and determine how decisions are made about what the student will learn. Plan to observe instruction in each of the curriculum areas under review.

During classroom observation, look at the part of the curriculum in which the student is working during classroom observations. A review of the student's past work and individual learning plans will give clues to what skills and/or knowledge have been taught. A review of the classroom materials and skills and concepts to be learned will give clues to what is being and will be taught. Determine whether the subject matter area is broad enough in scope to be appropriate for all students in the classroom, including those receiving special services (gifted and talented, LEP, special education, Title I/SCE).

Apply the criterion for "What Students Are Learning" to each area of the curriculum under review.

CURRICULAR AREA ________________

CRITERIA FOR JUDGING QUALITY
THE EFFECT OF INSTRUCTION ON STUDENTS: WHAT STUDENTS ARE LEARNING

This criterion focuses on how effective the instruction received by each student in each curriculum area is in enabling him or her to acquire successfully the necessary skills and concepts of that particular area and to apply them to other learning.

In applying this criterion consider: (1) The planned program being implemented this year; use a separate page for each curricular area, writing the name of the curricular area in the space above, (2) All students participating in the planned program, including students receiving special services (gifted and talented, LEP, Title I/SCE, and students with exceptional needs).

The curriculum which the student is experiencing is incomplete; the student does not receive instruction in all appropriate areas within the curriculum. The work of the student indicates that the skills and concepts he or she is to learn are not clearly defined and that standards and expectations are low. The student's work also indicates that the learning experiences of the student tend to be too easy and repetitious or too difficult and frustrating. There are few opportunities for the development of critical thinking skills and independent judgment included in the curriculum.

E/S

The curriculum which the student is experiencing is complete in most major skill areas; in some areas, it lacks sufficient range for the student. The most essential skills and concepts of the curriculum have been defined, as have standards and expectations. The student receives instruction in the essential skills and concepts; higher level learning experiences are limited. The student's daily work often is sufficient to challenge his or her ability and to provide productive learning experiences. Some opportunities are provided for students to develop critical thinking skills and independent judgment, but indications are that development of the desired skills of critical thinking and independent judgment are limited.

The curriculum which the student is experiencing is complete in the major skill and concept areas, with sufficient range to provide for continuous progress for the student. The instruction received by the student includes essential skills and concepts and higher level experiences which bring together the various skills and concepts of the curriculum area and which integrate them through other curricular areas. What the student is to learn is clearly defined, as are achievement standards and expectations. The student's daily work is at a level of difficulty which both challenges the student to learn and grow and provides experiences of success and competence in learning. There is evidence that the student is using critical thinking skills and independent judgment and has opportunities to pursue educational interests.

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

GUIDE FOR COLLECTING INFORMATION ABOUT WHAT STUDENTS ARE LEARNING

Areas of investigation	Primary source of information: classroom observation	Verifying sources of information: interviews/documents
The curriculum	What skills and concepts to be learned have been identified? Does the range of the skills and knowledge to be learned meet the needs of students? How does the curriculum provide for experiences which bring together the various separate skills and concepts? What kinds of alternative activities and approaches are available for students who have difficulty mastering skills and concepts on the first attempt? How are opportunities provided for students to apply the skills they are learning? How does the curriculum reflect the needs and strengths of students? Are alternatives and accommodations available to students receiving special services?	Explore with teachers and support staff: How decicions regarding curriculum, textbooks, and materials are made; how curriculum is modified or expanded to meet the needs of students receiving special services; how those decisions are made; what opportunities there are to integrate various curriculum areas not observed in the classroom Explore with district staff: How decisions about curriculum, textbooks, and materials are made; how the school staff is involved in these decisions
Standards and expectations	What standards and expectations for student performance have been established? What are the proficiency standards? Are standards known to the students? To parents? Do the standards and expectations permit each student to experience success? Is the student expected to exhibit quality workmanship at a level at which he or she is working?	Explore with teachers, aides, support staff, and students: How standards and expectations for students were developed. How consistent they are throughout the school; how equitably they are applied; who is responsible for maintaining standards; how and when parents are involved. Documents: School plan, continuum, all individual learning plans, notes home to parents, mandated proficiency standards, and required differential standards; courses of study, textbooks, curriculum materials, IEPs, ILPs, and other learning plans.

Area of investigation	**Primary sources in information: classroom observation**	**Verifying sources of information: interviews/documents**
How the curriculum is coordinated and articulated among teachers	How is the curriculum coordinated within a grade level? Between grade levels? How does it allow continuous progress for all students? How do the classroom teachers and resource or specialist teachers work together to ensure continuity of learning for students? (Consider all students receiving special services--gifted and talented, LEP, educationally disadvantaged students, and students with exceptional needs.) To what degree are all appropriate staff involved in developing and reviewing individual learning plans (IEPs)? How are parents involved?	Explore with teachers and support staff: How the records of pupil progress are designed, monitored, evaluated, articulated, and modified throughout the school.
Critical thinking skills and independent judgment	What opportunities does the student have to make decisions and/or choices appropriate to his or her performance level and ability to function? Are there signs of leadership responsibilities, task responsibilities, and so forth? What kinds of activities and materials, are there that provide students with opportunities to make judgments and to apply higher level thinking skills? What kinds of opportunities are there for the development of critical thinking and independent judgment for all students, including LEP, Title I/SCE, gifted, and students with exceptional needs?	Explore with teachers, aides, support staff, and students: The ways (not easily observable in the classroom) in which students are challenged to extend their learning; how they are involved in critical thinking activities, decision making, leadership, independent judgment, and pursuit of their own interests

OPPORTUNITIES FOR IMPROVING WHAT STUDENTS ARE LEARNING

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff, and others at the school. The SSC/SAC/BAC, along with other staff and parents, should review these suggestions, determine their potential effectiveness for program ipprovement, and then decide how your ongoing planning, translating and evaluation procedures will be used to incorporate them into your program.

a. Develop the curriculum by adding the missing skill and concept areas or by extending the range or depth to permit the continuous progress of each student.

b. Identify specific skills and concepts within the curriculum.

c. Identify specific skills and concepts needed to achieve the objectives of individualized learning plans, defining academic standards and expectations.

d. Use the identified skills and concepts in planning daily instruction.

e. Provide activities for the development of critical thinking skills and independent judgment.

f. Establish coordination among classroom teachers at various grade levels/departments.

g. Establish coordination between classroom teachers and resource and/or specialist teachers.

h. Include activities that are designed to develop and extend student awareness, knowledge, and appreciation of other cultures.

i. Include in the curriculum planned activities that are designed to develop the personal and social skills of students.

j. Provide opportunities for students to develop and increase their skills and knowledge in many curriculum areas.

k. Integrate the skills of reading, language, and math throughout the curriculum areas.

l. Provide activities that challenge and motivate.

m. Use school, district, SESR, consortia, county program improvement resources in curriculum development.

E/S

Selected Opportunities for Improving

THE EFFECT OF INSTRUCTION ON STUDENTS: THE ENVIRONMENT IN WHICH LEARNING TAKES PLACE

This criterion focuses on how effectively the school and classroom environment supports and encourages each student's academic, personal and social growth.

To find out how the learning environment affects the students, observe the classroom environment and the activities in the classroom. Talk to the students. Find out how responsible they feel for their behavior and for the behavior of others. Who sets the standards of behavior? What do they think about the physical arrangement of the classroom? What do they think about their school?

Observe the total school environment. See how the adults and the students interrelate on the playground and in the cafeteria, the halls, and the teachers' room. Observe the physical plant, the playground, the office, the nurse's room, and the cafeteria. How does the environment support student learning and growth?

CRITERIA FOR JUDGING QUALITY

THE EFFECT OF INSTRUCTION ON STUDENTS: THE ENVIRONMENT IN WHICH LEARNING TAKES PLACE

This criterion focuses on how effectively the school and classroom environment supports and encourages each student's academic, personal and social growth.

In applying this criterion consider: (1) Classroom environment, and (2) school environment. Be sure to include all participating students, including students receiving special services (LEP, gifted and talented, Title I/SCE, and students with exceptional needs).

Students in their learning settings appear to be bored with or hostile toward the learning activities in which they are engaged; they do not perceive school as a place to learn or pursue learning. The atmosphere is tense and there is disruptive behavior and fear for physical or emotional safety. Standards and expectations for achievement and behavior are generally low and erratically or inequitably enforced. There is little respect among or between students and staff; they do not expect much out of the school either for themselves or for others. Ethnic, social, economic, language, physical, and sex differences among students and staff are ignored and misunderstood. There is evidence that the atmosphere and physical environment of the classroom and school inhibit students' full participation in learning.

Students in their learning settings appear busy completing their assigned work. Standards and expectations for achievement and behavior provide a challenge for many students and are generally applied in a consistent and equitable manner. There is an atmosphere of courtesy among students and staff and of compliance with school rules; students have freedom for self-expression and for interaction with other students; the school takes some initiative to support their personal and social growth. Ethnic, social, economic, language, physical, and sex differences among students and staff are recognized and understood. There is evidence that the atmosphere and physical environment of the classroom and school allow students' full participation in school life.

In their learning settings, students appear to be motivated and exhibit initiative for learning; they perceive school as a place that encourages and supports self-direction in pursuing educational interests. The atmosphere and mood are friendly and supportive of both academic learning and personal and social growth; standards and expectations for achievement and behavior are high and equitably applied. There is an atmosphere among students and staff of respect for self, for others, and for the school; they are enthusiastic about their experiences at school. Ethnic, social, economic, language, physical, and sex differences among students and staff are respected and appreciated. There is evidence that the atmosphere and physical environment of the classroom and school enhance students' full participation in school life.

E/S

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

Area of Investigation	Primary source of information: school/classroom observation	Verifying sources of information: interviews/documents
The atmosphere of the school/classroom	How do the adults work together? How do the students work together? Do they cooperate in carrying out group assignments? How do the adults at the school, including secretarial, janitorial, food services, and other support staff interact with the students? How do the administrators at the school interact with the students and under what conditions? How are the standards of behavior determined within the classroom and outside the classroom? How are the standards applied? By whom? Is the application of standards equitable? What kinds of activities are there that support the personal and social development of the students? Are such activities available to all students? How well do students accept responsibility for assignments? What kinds of opportunities are provided for students to develop and utilize their strengths, talents, and interests? What kinds of self-directive activities are available to students? How are the varying developmental stages of students acknowledged and accounted for within the environment?	Explore with all school-level personnel and parents: Kinds of schoolwide activities that support the personal and social growth of students; how decisions are made. How the non-motivated child is helped; how aides, parents, and other volunteers feel about their place in the school; opportunities that are presented for staff to exchange ideas, visit each other, and communicate. Documents: Any records of student awards, assemblies, tutor lists, classroom standards for behavior.

Area of Investigation	Primary source of information: school/classroom observation	Verifying sources of information: interviews/documents
The nature of the physical environment	Is the physical setting conductive to each student's full particiption in school life? How do students and adults share responsibility for their environment (bulletin boards, displays, cleanliness of roomw and school grounds; etc.)? Is the school an attractive, clean, and safe place for students to be?	Explore with teachers, aides, support staff, administrators, and district personnel: How decisions about the physical plant are made and who is involved; staff involved in maintaining the physical environment of the school.

OPPORTUNITIES FOR IMPROVING THE ENVIRONMENT IN WHICH LEARNING TAKES PLACE

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff and others at the school. The SSC/SAC/BAC along with other staff and parents should review these suggestions, determine their potential effectiveness for program ipprovement, and then decide how your ongoing planning, translating and evaluation procedures will be used to incorporate them into your program.

a. Manage the instructional program in ways which encourage students to:

   - o Be self-directing
   - o Be self-checking and self-correcting
   - o Make independent choices
   - o Be successful as a learner

b. Build into the daily schedule activities which encourage students to extend their capabilities and pursue their interests.

c. Extend opportunities for students to participate in a wide variety of academic and cultural activities and in activities which promote personal and social growth.

d. Acknowledge student effort and accomplishments in academic, personal, and social areas.

e. Arrange opportunities for students to work together in activities which are goal-oriented and which allow them to feel pride and satisfaction in accomplishing the goals.

f. Model respect for others, understanding, and appreciation for individual differences among students and staff.

g. Create physical arrangements that reduce visual or sound distractions and provide an appropriate environment for learning.

h. Organize joint student, staff, parent, and district efforts to provide/maintain a safe, clean, and attractive environment.

i. Set and apply schoolwide standards for student behavior.

j. Organize the classroom environment to facilitate integration of individuals with exceptional needs.

k. Provide guidance for students who feel anxious, confused, misunderstood, or directionless.

l. Sponsor extracurricular activities such as student government, clubs, sports, and so forth.

Selected Opportunities for Improving

THE EFFECT OF EXCESS-COST SERVICE ON EDUCATIONALLY DISADVANTAGED STUDENTS

This criterion focuses on the extent to which the supplementary instructional and instructional support services (Title I/SCE) received by each educationally disadvantaged student work together with the regular program in order to accelerate student progress and provide for continuous progress.

In judging the effect of excess-cost services for students identified as Title/SCE participants, first identify the students which are receiving these services. Then look specifically at those services supported by Title I and/or SCE funds which are in addition to the regular district program for all students. The services may be provided by people employed to provide supplementary services (e.g., instructional aide, resource teacher, counselor or psychologist, nurse's aide, community aide), or materials and equipment purchased to provide alternative learning opportunities for the identified students, or both. Review the budget page of the school plan to determine what services are being purchased and the areas of the program in which funds are being expended; then look for excess-cost services in those areas.

To what extent do the excess-cost services work together with the base program in order to accelerate student progress and provide for continuous progress? Observe the educationally disadvantaged students at work; talk to them about their work; look at their past work. Talk to the classroom teacher, the aide, the specialist staff about the excess cost services. How do these services fit in with the regular program of instruction? How do those working with the student communicate with each other? How well are the services working for the student?

Remember that the purpose of excess-cost services is to supplement the regular program to compensate for the participants' low achievement levels by accelerating their progress.

CRITERIA FOR JUDGING QUALITY
THE EFFECT OF EXCESS-COST SERVICES ON EDUCATIONALLY DISADVANTAGED STUDENTS

This criterion focuses on the extent to which supplementary instruction and instructional support (Title I/SCE) received by each educationally disadvantaged student work together with the regular program in order to accelerate student progress and provide for continuous progress.

In applying this criterion consider: (1) All excess cost services provided by Title I/SCE funds through all categories of expenditures, including centralized and contracted services and capital outlay, and (2) All identified educationally disadvantaged students, including those in bilingual education programs funded through Title I/SCE.

The excess cost services received by the students are not based on student needs. The regular instructional program and instructional excess cost services are separate and poorly coordinated, providing little continuity of learning for students. Student work shows little or no acceleration in student achievement. Assessments of what students have learned and have yet to learn are not used for joint planning by the regular classroom teacher and excess cost services staff. Lessons consist primarily of skill drill with limited opportunities for applying the skills. Expectations for students are low. Excess cost instructional support services have had little or no effect in meeting the health and guidance needs of students or providing in-service training for staff in meeting special needs of participants. Parents of participating students have little knowledge of their student's school program and are not involved in it.

The excess cost services received by the students are largely based on student needs although assessment of student needs is rather global and/or not up-to-date; they are supplemental to the regular program and the articulation between the regular classroom program and the instructional excess cost services provides continuity of learning for many, but not all, students. Student work shows that there is steady progress in student achievement. Expectations for students held by teaching staff generally are challenging. The excess cost instructional support have been effective in meeting the health and guidance needs of students and in providing in-service training for staff in meeting special needs of participants. Parents of participating students are informed about their student's school program, although few are directly involved in the student's learning.

The excess cost services received by the students match student needs; the services are supplemental to and fully integrated with the students' regular classroom program, resulting in a program of continuous progress for the students. Student work shows that student progress is accelerating. The expectations and standards for student performance held by both the teaching staff and the students are high. Excess cost instructional support is effective in meeting health and guidance needs of students and providing in-service training for staff in meeting special needs of participants. Parents of participating students are knowledgeable about their student's school program and are directly involved in his or her learning.

E/S

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

GUIDE FOR COLLECTING INFORMATION ABOUT EXCESS-COST SERVICES

Area of investigation	Primary source of information: observation of instructional settings	Verifying sources of information: interviews/documents
Provision of excess cost services within regular instructional settings	How are supplementary services provided in the regular instructional settings--by the teacher, by an aide? What materials are being used? Do they provide alternative learning opportunities for the students? Are they appropriate to the needs of the students?	Explore with teachers, aides, support staff, administrators, parents and district staff: The base district program for all students. The services provided to Title I/SCE students over and above the base program. How it can be shown that those services truly supplement district efforts. How decisions were made regarding how Title I/SCE monies would be expended. Who was involved. How people know whether the selected personnel, materials, programs, processes are effective in accelerating the growth of the students. How the various services (district, Title I/SCE, SIP, speech, guidance, etc.) are integrated to provide maximum benefit to students. How all those who work with an individual Title I/SCE student share information so there is a unified approach.
Provision of excess cost services in special instructional settings	When services for Title I/SCE students are provided out of the regular classroom in a laboratory or resource or media center or special class, who determines what those services will be and when they will be provided? What period of time do the students spend in the laboratory, center or special class, per week and how are they scheduled? How does the regular teacher know what the specialist teacher is providing? How do the regular teacher and the specialist teacher work together to provide for continuous progress for the students? Are the regular teachers and the specialist teacher convinced that the students are making extra progress because of the extra services and what is the basis of this conviction? Is there criteria for exiting from the special instructional settings?	

Area of Investigation	Primary source of information: observation	Verifying sources of information: interviews/documents
Provision of support services	What effects have the planned staff development activities had in preparing staff to meet the special needs of the identified students? How have the parents education activities and parent involvement in the classroom and school program increased parents' understanding and support of their children's program? How have health and guidance services been used to meet the special needs of Title I/SCE students? What effect have those services had? How have the Title I/SCE resources of the district been used to support the school program?	Explore with Title I/SCE aide, resource teacher: The roles of the Title I/SCE aide and resource teacher. With whom they work. If they are multifunded (SIP/Title I, for example), how time accounting is managed. How they know that what they do with students makes a difference in their learning. When students get special help outside of the base program, who decides what they will learn. Documents: Title I/SCE student lists; budget allocations and printouts; time account sheets; records of student progress; lesson plans; aide/teacher, classroom/support personnel communications; standardized test data; list of personnel by funding source

OPPORTUNITIES FOR IMPROVING THE EXCESS-COST SERVICES FOR EDUCATIONALLY DISADVANTAGED STUDENTS

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff, and others at the school. The SSC/SAC/BAC, along with other staff and parents, should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing planning, translating, and evaluation procedures will be used to incorporate them into your program.

a. Provide staff development so that each staff member who works with the educationally disadvantaged students knows:

  - What the planned excess-cost services are, how the services fit in with the regular program, and what the services are intended to accomplish.
  - How to work together with excess-cost services and/or regular program staff to provide a continuous progress program for students
  - How to adapt his or her teaching skills to the specific needs of the educationally disadvantaged students at the school

b. Allocate time for frequent joint planning by the classroom teacher and excess-cost services instructional staff.

c. Examine excess-cost services and the regular classroom instructional program to determine whether each one compliments and reinforces the student learning occurring in the other, and make modifications where necessary to provide a more fully integrated, continuous progress instructional program for participating students.

d. Verify that performance expectations for participating students are comparable to expectations for other students and are challenging enough to accelerate achievement.

e. Analyze the quality of the excess-cost services in terms of how and what students are learning and applicable opportunities for improving the program.

f. Analyze the quality of parent participation and education, excess-cost services for health and guidance and staff development, and applicable opportunities for improving.

g. Provide LEP students with excess-cost services appropriate for students learning English-as-a-second-language and receiving instruction in their primary language.

E/S

Selected Opportunities for Improving

THE EFFECT OF BILINGUAL SERVICES ON LIMITED-ENGLISH-PROFICIENT STUDENTS

This criterion focuses on the extent to which the limited-English-proficient students are acquiring the language skills needed for academic achievement in an environment which promotes the students' self-respect and cross cultural understandings.

Use this section to judge the effect of the bilingual services on LEP students in schools that have 21 or more LEP students being served through:

- An (a), (b), or (c) (innovative) program at any grade levels K-6
- A (d) program at any grade level 7-12
- An (e) or (f) individual learning program, K-12

When applying this criterion to a school program, consider all LEP students receiving bilingual services through the planned program.

The procedures for reviewing bilingual program services are identical to the procedures outlined previously for students in any program: (1) Observe students and staff during instruction, (2) review records of student performance and/or program planning and operation, and (3) interview students, parents, and staff.

Find out what students are doing, how they feel about their program and their progress, if they know what to do next or how to find what they do not know.

Observe the students at work; find out how their day is organized; look at their current and past work; observe what materials are being used and what materials are available. Watch how they relate with other students an staff. Notice how, when, and with whom they use their primary language. Talk to the students about what they are doing. Talk to the teacher and aide about how they work with the students; how they know what students already know, are skilled at, and need to learn in both languages of the bilingual program; how they feel about program operation and pupil progress in the primary language and English. Find out what their expectations are for the LEP pupils in content instruction and in English-as-a-second-language. Explore with them the ideas of identification, diagnosis, reclassification, and language designation for basic skills or content instruction. In (a), (b), or (c) programs, observe the fluent-English-proficient and/or English-only participants as well. Find out how they are learning English, and how they participate in activities involving the primary language and/or culture of the LEP pupils.

CRITERIA FOR JUDGING QUALITY
THE EFFECT OF BILINGUAL SERVICES ON LIMITED-ENGLISH-PROFICIENT STUDENTS

This criterion focuses on the extent to which the limited-English-proficient students are acquiring the language skills needed for academic achievement in an environment which promotes the students' self-respect and cross cultural understandings.

In applying this criterion consider the effect of the bilingual services on all LEP students in an (a), (b), (c), or (f) program (K-6) or a (d) and/or (e) program (7-12) when there are 21 or more LEP students.

The LEP students are making limited progress in developing the skills of understanding, speaking, reading, and writing in English. Instruction in English-as-a-second-language tends to be sporatic and content instruction in English seldom is adjusted to the students' ability to comprehend. The students' language strengths in English and the primary language are assessed infrequently. Student work indicates that the majority of LEP students are making limited progress in acquiring skills and knowledge in other areas of the curriculum. The materials being used frequently are inappropriate to the language skills and learning needs of the student. Cross cultural activities are few and limited in scope. The LEP students tend to isolate themselves from other students on campus.

The LEP students are making reasonable progress in developing English language skills of understanding, speaking, reading, and writing; their work also indicates steady progress in the acquisition of skills and knowledge in other areas of the curriculum. The instructional activities in which many students are engaged, as well as the materials being used, match the assessment of the students' language strengths; for other students, however, the instructional activities and materials are not fully compatible with their current language strengths. Generally, students feel positive about themselves and their second language learning, and they are developing knowledge and understanding of the cultures of the various languages at the school.

The LEP students are making exceptional progress in developing the skills of understanding, speaking, reading, and writing in English. Their work indicates that they also are making rapid progress in the acquisition of skills and knowledge in other areas of the curriculum. Instruction is continuously adapted to each student's ability to comprehend. It is evident that each student's program is designed in response to both initial and ongoing assessment of his or her language strengths in English and the primary language. The adults working with the students use a variety of materials and teaching strategies to provide successful learning experiences for each student in both English and the student's primary language. Students are enthusiastic about learning in a second language and the primary language(s) of the students is used freely in the school by students as well as by adults. Students' attitudes toward themselves are positive; they are proud of their cultural heritage and participate readily in cross cultural activities with other students and the adults at the school.

E/S

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

GUIDE FOR COLLECTING INFORMATION ABOUT THE EFFECT OF BILINGUAL SERVICES ON LEP STUDENTS

Area of Investigation	Primary Source of Information Observation	Verifying Sources of Information interviews/documents
Student progress	How was the initial assessment of the language strengths of the LEP and FEP student (in an (a), (b), (c) classrooms) conducted? Who did it?	Explore with bilingual staff: How the initial assessment was conducted and by whom, what was included; how the information was shared with others; how ongoing assessment is conducted and how frequently; how the data are used in the design of the student's program.
	Did the assessment include understanding, speaking, reading and writing in both English and the student's primary language?	
	How was the assessment data used in the design of the student's instructional program?	
	How frequently are assessments made of the student's language strengths? How is it done? By whom?	Documents: Assessment instruments, student records, lesson plans.
	How are assessment data used to adjust the amount of instruction the LEP student receives in English?	
	What curricular areas are being taught in the student's primary language? What in English? How does this match the student's diagnostic assessment?	Explore with bilingual staff: What curricular areas are included in the student's program in English and the primary language; how the languages are used by the adults in the classroom; who decides what materials, will be used and what basic and supplementary materials are supplied by the district.
	Does the language used in instruction correspond to the student's language strengths?	
	What are the students learning in each language? What kind of academic progress are they making?	

Area of Investigation	Primary source of Information: Observation	Verifying Sources of Information interviews/documents
The students' instructional program	How are the two languages used in managing the classroom, giving directions to students, answering student questions? During the instruction how are the two languages used? How are the language skills of the bilingual staff being used? What is the breadth and variety of the materials in the students primary language? In what ways are the materials the student is using match to his or her language strengths? How is the time scheduled for English and primary language instruction? For LEP students? How is the student's instructional program adjusted to his or her increasing development of English language skills? What kinds of instructional techniques are used in second language instruction? - functional/communicative, grammar-based, both? How is content instruction in English adapted to the student's level of comprehension? By teacher language, body language, gestures, by appropriate reading materials, use of concrete materials or referents?	Explore with bilingual staff: How the student's schedule is determined and how students are grouped for instruction; what kinds of teaching methodologies are used; the criteria for reading in a second language; the reclassification criteria standards and procedures, how the staff participates in reclassification, and how many students have been reclassified. Documents: Student records, lesson plans, aides schedule, criteria for reading placement, and reclassification.

Area of Investigation	Primary source of Information: Observation	Verifying Sources of Information: interviews/documents
	Are LEP students grouped for ESL and content instruction in English according to their comprehension levels?	
	Are the criteria for the introduction of reading in a second language appropriate? Are they consistently applied?	
	Do the teachers know the district's reclassification criteria, standards, and procedures?	
	How do the bilingual teacher and/or aide work with students?	
	What effect have the planned staff development activities had in increasing the bilingual education skills of the teacher and the aide?	
	In what way have the staff development activities been based on the individual skills needed of the teachers and aides?	Documents: Certificates, waivers, staff development records.
	How has the primary language of the LEP students been used in staff development activities?	
	How effective does staff believe the staff development activities have been?	

OPPORTUNITIES FOR IMPROVING THE EFFECT OF BILINGUAL SERVICES ON LIMITED-ENGLISH-PROFICIENT STUDENTS

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff, and others at the school. The SSC/SAC/BAC, along with other staff and parents, should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing planning, translating, and evaluation procedures will be used to incorporate them into your program.

a. Assess on an ongoing basis each student's skills in comprehension, speaking, reading, and writing in English and his or her primary language and modify his or her program to utilize those strengths.

b. Ensure that materials in the primary langunge of the LEP student are available for at least every curricular area taught in the student's primary language.

c. Provide in the primary language of the LEP student, instruction for the FEP/English-only students in (a), (b), (c) classrooms and promote language acquisition rather than learning.

d. Ensure that the criteria for introduction of reading in the second language include both minimal English proficiency and primary language levels and are consistenly used.

e. Ensure that the reclassification criteria are consistently applied.

f. Analyze the manner in which languages are used for instruction.

g. Examine the extent to which lessons in English are comprehensible to LEP students and modify instruction accordingly.

h. Encourage use of the student's primary language outside the classroom and in extracurricular activities.

i. Utilize the culture of the LEP students and cultural resources of the LEP community in multicultural and cross cultural activities.

j. Make assignments of bilingual staff so as to make optimum use of their language strengths.

k. Provide staff development for the monolingual English staff in ESL instruction.

l. Assess the language skills of the bilingual aides.

m. Provide staff development in the language skills necessary to instruct in and model both languages of the bilingual program.

n. Provide staff development for teachers and aides to increase their skills in bilingual teaching methodologies.

o. Provide encouragement and support for teachers working toward a bilingual certificate.

E/S

Selected Opportunities for Improving

THE EFFECT OF INSTRUCTION AND SERVICES ON THE STUDENT WITH EXCEPTIONAL NEEDS

This criterion focuses on the extent to which instruction and services provided each student with exceptional needs are enabling him or her to make steady progress toward achievement of his or her education and social goals with optimum participation in the total school program.

To understand how instruction and services impact on the student with exceptional needs, you, as a reviewer, should concentrate primarily on the total program of a sample of individual students. You will have to synthesize information learned from both regular and special education personnel, as well as observations of the student in regular and special settings. This synthesis will involve the entire review team.

After developing a good understanding of the total program of a sample of students, focus on how services and instruction from various sources interact to form the whole.

In order to understand how the school supports the student with exceptional needs, the reviewer should talk to the people who are involved in the referral-assessment-IEP process. In most cases this will include the resource specialist and the principal, who can identify assessment and IEP members.

Examining the process will give you as reviewer a basic understanding of the flow of events that results in the delivery of services to the student. Try to relate what you have seen in various settings to the information you received from adults who are involved in the program. You should emphasize relating the information from adults to the program that is received by the student.

Question the school staff, district support staff, the Special Education Service Region (SESR) support staff, the parents and students in order to develop a complete picture of the special education students in all possible settings: the regular classroom, the school grounds, the cafeteria, as well as the settings where special education services are delivered.

Once the process of how and what services are delivered to the students is understood, you can determine:

- How the special education instruction and services and the regular program interrelate
- How adults cooperate in coordinating these services and programs
- How the time allocations and schedules are determined
- How the staff is supported in integrating special education students into the classroom/school environment

Determine the quality (not quantity) of the contribution made by special education services, and the quality of the regular education contribution (including compensatory education, bilingual services, Miller-Unruh, etc., along with the base program). Since this criterion calls for judging the effect of instruction on students, it resembles and parallels the other instruction criteria, especially "How Students are Learning", and "The Environment In Which Learning Takes Place". This criterion differs primarily in its focus on special education students. Much of what is done for the "How" and "Environment" will be useful for applying this criterion.

CRITERIA FOR JUDGING QUALITY
THE EFFECT OF INSTRUCTION AND SERVICES ON THE STUDENTS WITH EXCEPTIONAL NEEDS

This criterion focuses on the extent to which the full curriculum and other instructional and related services received by the student will result in his or her acquisition of the skills and knowledge necessary for success in later grade levels.

Apply this criterion when special education services are offered. Consider each student on an IEP including those in special day classes.

The activities in which the student with exceptional needs is engaged seldom match his or her individual needs, strengths, or ways of learning. His or her activities are inconsistent with the IEP goals and objectives and student work indicates little progress in meeting these goals. The student's total education program is fragmented; there is little or no communication or collaboration among the staff who work with the student. Services are duplicated or conflict with other instructional programs, frequently disrupting the student's school day and he or she is making little progress in the regular curriculum. The student is rarely included even when appropriate, when decisions are made affecting his or her educational and social growth. The student and others lack knowledge of or have inappropriate attitude toward the handicapping condition and staff, other students, parents, and community members are reluctant to accept, and to extend opportunities for participation to students with special needs.

The student with exceptional needs is participating in activities which generally match his or her individual needs, strengths and ways of learning. The activities are consistent with the goals and objectives of the IEP and student work indicates progress in meeting those goals. While there are opportunities for the student to participate in the total school program, sometimes the environment and/or the instructional materials and activities are not of sufficient range or flexibility to allow full participation. The student's instructional program and related services are being coordinated by the special education and other instructional staff and he or she is making progress in the regular curriculum. The student participates, as appropriate, in decisions about his or her education. He or she demonstrates knowledge about the handicapping condition and has an accepting attitude toward self and others.

The student with exceptional needs is engaged in activities that are specifically matched to his or her individual needs, strengths, and ways of learning. Student work indicates steady progress toward achievement of the academic, social, vocational, and other goals and objectives as outlined in the IEP and in the regular curriculum. Materials, activities, and environment of the class/school are adapted to enable optimum participation in the total school program. Communication, collaboration and mutual support between special education and other instructional staff about the student's instructional programs ensure consistent reinforcement and follow-up of services provided the student, whether in the regular classroom or special education setting. The student is involved to the maximum extent appropriate in decisions which affect his or her educational and social growth. He or she has sufficient knowledge of and an accepting attitude toward his or her handicapping condition, as have staff, other students, parents, and community members, and is well accepted by his or her peers.

SPECIAL EDUCATION

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

GUIDE FOR COLLECTING INFORMATION ABOUT INSTRUCTION AND SERVICES FOR STUDENTS WITH EXCEPTIONAL NEEDS

Area of investigation	Primary source of information: observation	Verifying sources of information: interviews/documents
Activities in which the student is participating	To what extent is each student developing skills in identified areas of need? Are students involved in activities which build on existing individual strengths? How do activities match identified student needs? Are activities designed to provide student success? Do activities provide sufficient challenge to each student? Are expectations appropriate to individual skills and abilities? Is instruction varied to include individual, small group and large group settings (as appropriate to the instructional activity and student needs)? Are activities designed and materials organized and located to increase the student's ability to work independently? In small groups? In large groups? Are activities designed to match the student's learning style?	Explore with: Students, regular classroom teachers, resource specialists, special education parents, specialists providing designated services, special class teachers, district curriculum specialist, program specialist, aides, principals, any persons designated by the principal or resource specialists as being involved in providing services to students. Documents: IEPs, teacher's plan books, assessment results, records of DIS specialists, student progress reports, home/school communication about student work, curriculum materials, proficiency standards, evaluation.
Student progress	How is student progress monitored and evaluated? Is progress in the regular program monitored in a similar manner?	

Area of Investigation	Primary source of information: Observation	Verifying sources of information: interviews/documents
	What are the procedures for making changes to the student's program? Are they known to all who work with the student? How flexible are these procedures?	
	How are students involved in monitoring their own progress?	
Adaptations for an integrated educational program	How is the IEP used as a tool to manage and measure student progress?	
	Are new IEP goals and objectives written as soon as stated objectives are achieved?	
	If stated objectives are not achieved as expected, what alternative methods are initiated?	
	Are the student's specific identified needs addressed by the curricular areas being covered?	
	Does the curriculum also include those areas addressed for regular students as much as appropriate, e.g., literature, multicultural, etc.?	
	How does the curriculum accommodate differing learning rates and styles?	
	How has the mode of presentation for the curriculum been adapted as needed to meet the special needs of each student, i.e., transcribed, Brailled, taped, etc.? Have the materials been adapted accordingly?	
	Is supplementary explanation or interpretation or curriculum provided for students?	

SPECIAL EDUCATION

Area of Investigation	**Primary source of information: observation**	**Verifying sources of information: interviews/documents**
	Are teaching methods and strategies adjusted in consideration of the student's handicapping condition?	
	Are adjustments made in curriculum, materials, environment, and teaching strategies according to student progress?	
	How are materials, media, and equipment usage in all settings adapted to the needs of the student, to the curriculum being taught, and to the goals and objectives in the IEP?	
	How are the time allotments and schedules geared to the needs of the student? How flexible are the school and the special services to the needs of individual students?	
	What provisions for counseling are included in the IEP? Are they being implemented? How is vocational counseling being provided? Is it related to the career/vocational assessment?	
Least restrictive environment	Are instruction and services provided in the least restrictive environment?	
	What opportunities does the student have to learn and practice skills and behaviors which will increase integration opportunities?	
	What is the range of opportunities considered for a student to participate in regular programs and activities?	
	What assistance is provided, if needed, to facilitate participation in regular program and activities, i.e., interpreter for deaf, aide for physically handicapped, etc.?	

Area of Investigation	Primary source of information: observation	Verifying sources of information: interview/documents
	Are there specific activities to enhance the positive attitude of staff, parents, and students toward students with special needs?	
Attitudes of staff and students	Are all students considered when planning school activities?	
	In what ways do students participate in decisions made which affect their educational and social growth (attend IEP meetings, parent-teacher conferences, etc.)?	
	How accepting of special education students are the regular teaching staff, support staff? Students?	
	What are special education students called as a group?	
	Does the classroom environment include space for individual, small group, and large group activities?	
	Is the space where services are provided appropriate and sufficient for the number of students?	
	Where are special education services provided at the school? Does their location promote the integration of special education students into regular school activities?	
	For students in special day classes, who decides where the students will be placed during integration into the regular program?	
	How are students with exceptional needs treated on the school grounds at recess? Before and after school?	

SPECIAL EDUCATION

Area of Investigation	Primary source of information: observation	Verifying sources of information: interviews/documents
Coordination of services	What kinds of reinforcement and follow-up special instruction and services does the student receive in all other settings, i.e., language arts/speech therapy, reading/phonics, resource specialist, physical education/mobility instruction? Are they consistent?	
	How frequently does the student receive frequent feedback from those persons directly involved?	
	What provisions have been made for ongoing staff development activities in special education for regular staff, administrators, special education staff, support staff, parents?	
	How are regular staff provided with ongoing assistance with integrating, and coordinating the program of students with exceptional needs in their classroom? Is this assistance ongoing?	
	How do the regular and special education staff communicate and coordinate the student's program (written progress updates, frequent meetings, scheduled consultation periods, etc.)?	
	What kinds of follow-up to services received in the regular classroom or the special education setting is provided for the student?	

OPPORTUNITIES FOR IMPROVING THE EFFECT OF INSTRUCTION AND SERVICES ON STUDENTS WITH EXCEPTIONAL NEEDS

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff and others at the school. The SSC/SAC/BAC along with other staff and parents should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing planning, translating, and evaluation procedures will be used to incorporate them into your program.

a. Plan and provide sequential activities for the achievement of goals and objectives in the student's IEP.

b. Develop an ongoing system to monitor student progress in achieving goals and objectives in the IEP as well in the regular program as indicated.

c. Provide activities which challenge the student and afford an adequate rate of success.

d. Expand the range of resources, materials, and environments which are available to students with exceptional needs.

e. Adapt curricula, teaching methods, and learning environments to meet individual student needs.

f. Establish a system, formal or informal, for sharing information about the student between all persons who work with him or her.

g. Involve each student as appropriate in decision-making regarding his or her educational and social growth.

h. Provide exceptional students with appropriate information regarding their individual disabilities as well as abilities.

i. Involve staff, parents, and regular students in staff development and other activities which promote understanding and acceptance of students with exceptional needs.

j. Provide staff development and ongoing support for regular classroom teachers in integrating and coordinating the program of the students with exceptional needs in their classrooms.

E/S

Selected Opportunities for Improving

SPECIAL EDUCATION

THE EFFECT OF THE STUDENT'S TOTAL PROGRAM ON THE STUDENT

While developing an understanding of what student's learn within each subject area, the reviewers should also be figuring out how the curriculum comes together as a whole for the individual student. Judgments about this overall curriculum are based primarily on three understandings:

1. What the district and school have defined (or failed to define) as the core of skills, knowledge, and values students are expected to learn
2. The curriculum actually experienced by the selected sample of students, including past and planned studies
3. The relationship between 1 and 2

To understand what the district and school expect students to learn, reviewers should rely primarily on interviews. Be alert to changes in expectations or loss of clarity from the initial definition of skills, knowledge, and values to the expectations expressed in course work assignments and the feedback given to students about their learning (or lack of it). Ask about graduation and proficiency requirements. Ask about differentiated proficiency standards for special education students.

To understand the curriculum actually experienced by each student in the sample, reviewers should rely primarily on student and teacher interviews and student work, including course readings. To see how a student gets enrolled in his or her particular course of study, find out both where the student gets advice on courses and who decides what courses the student will take. Consider past and planned studies over the full span of years in secondary school. Talk to guidance personnel as well as teachers and peers. Do students and teachers understand what specific skills, values, and knowledge are expected for: proficiency standards, graduation requirements, entrance to college, occupational preparation, adult participation in society, and personal goals? Are the expected learnings comprehensive? Does the instruction provide for learning what is expected? Is the student taught to extend and apply what is learned? Taught how to put it together?

The curriculum as it is experienced by special education students may be quite different from the curriculum presented to other students. The IEPs for special education students should provide a basis for evaluating the effect of instruction on each student. Because standards and expectations may be different, some of the questions may not apply.

CRITERIA FOR JUDGING QUALITY
THE EFFECT OF THE STUDENT'S TOTAL PROGRAM ON THE STUDENT

The focus of this criterion is on the extent to which the student's full curriculum and other and related services will result in the acquisition of the skills, knowledge, and values necessary for success in an occupation and/or further education.

In applying this criterion consider: (1) the total curriculum received by the student and (2) all special instructional and related services.

The curriculum of the school is limited in scope; expectations for what is to be learned are unclear or unknown. In course work the student is learning a fragmented and random assortment of skills, knowledge, and values which offer little opportunity to reach his or her personal and vocational goals or prepare for future education. Little is expected of the student past minimum proficiencies; when the student has difficulty in learning what is being taught, there is no overall plan to bring him or her up to minimal proficiency. The schedule of special instructional (compensatory, bilingual, and/or special education) and related services is disruptive to the student and deny him or her continuity in the courses he or she is taking. The student receives little help or encouragement to become responsible for his or her learning or to prepare him or her to succeed in a vocation or for further education.

S

The curriculum of the school includes the skills, knowledge, and values necessary for the student to achieve his or her major personal, academic, and social goals and to become prepared for an occupation or further education. Expectations for what is to be learned have been defined, and generally the student knows what he or she is expected to learn in the courses he or she is taking. While a variety of courses is available to the student, problems with scheduling, coordination, and articulation between departments and/or lack of timely guidance sometimes interfere with the student's desired course of study, resulting in difficulty in acquiring new skills and knowledge or extending and applying those skills he or she has already learned. The special instructional and related services (compensatory, bilingual and/or special education) received by the student generally are coordinated with the student's total program of study. The student is involved to some extent in planning and evaluating his or her progress over the years.

The curriculum of the school is of sufficient scope and rigor for the student to attain the skills, knowledge, and values necessary to achieve his or her personal, academic, and social goals, and to become prepared for an occupation or further education. The student and those who teach and guide him or her know what the student is expected to learn. The student's program of study over the years, including community-based learning and extracurricular activities, will enable him or her to attain these skills, knowledge, and values. The special instructional (compensatory education, bilingual and/or special education) and related services received by the student enhance and facilitate his or her total program. The student, in the courses he or she has taken in the past, is now taking, and will be taking, is challenged to integrate the skills, knowledge, and values already learned and to apply them in increasingly complex situations requiring fresh ideas and judgments. The student's self-expectations, desire to achieve, and sense of accomplishment are sustained at a high level.

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

GUIDE FOR COLLECTING INFORMATION ON THE EFFECT OF THE STUDENT'S TOTAL PROGRAM ON THE STUDENT

Area of Investigation	Primary source of Information: Observation	Verifying Sources of Information: interviews/documents
Definition of skills, knowledge and values	Is there an overall curriculum plan for the school? Does it include clear expectations for a core of common learnings every student is expected to learn? Do staff and students understand these expected common learnings? How do staff incorporate the overall curriculum objectives into defined expectations for individual courses? Does each student receive instruction aimed at a given objective in a variety of courses? In his or her program of study, is the student exposed to a coherent pattern of learning experiences or is there a patchwork of learning fragments? Are skills, knowledge, and values defined for all stages of student development--from minimal proficiency to the most advanced levels of achievement? What are the schoolwide expectations for workmanship, punctuality, classroom behavior, etc.? How clearly are these specified to parents, students, staff, etc.? What is the evidence that they are reinforced in all classes?	Explore with teachers: Their familiarity with district curriculum policies. Explore with district staff: How the curriculum policy was developed and implemented. Was there staff development? Were state curriculum frameworks used? Explore with guidance staff and others in an advising role: How they use the defined skills, knowledge, and values in program planning. Documents: District curriculum documents, course offerings, the student's individual course of study, texts, lesson plans, proficiency guides.

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
Breadth of curriculum	Does the core curriculum of common learnings include: **NOTE:** The following lists of learnings are not lists of courses, but learnings which should be integrated into a variety of courses in a variety of ways. • Basic learning skills such as: writing, mathematics including problem solving, reading from remedial to advanced skills, speaking and listening, critical thinking, vocational skills, intellectual curiosity, independent judgments and reasoning, grammar • Cultural heritage such as: literature, art, music, drama, aesthetic values, foreign language, ethnic studies, intellectual history, and multiculutral education • Citizenship and societal studies such as: civics, democratic rights and responsibilities, political heritage, U.S. and world history, economics, current affairs, and other social studies • Science such as: basic scientific methods, biology, physics, chemistry, earth science, physiology, ecology, astronomy, electronics, and computer science.	Explore with teachers and students: Where the skills, knowledge, and values locally defined as common learnings appear in course work. How the content of each course was planned so that the appropriate common learnings were included. How individual educational programs were developed for students with special needs. Explore with advisors, counseling and guidance personnel: How the individual's program is planned to ensure each student covers the full range of skills, values, and knowledge which are appropriate. Documents: The individual course of study, course offerings, texts, syllabus, course outlines, student work

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
How the curiculum is coordinated and articulated among teachers	Is the curriculum coordinated between grade levels and departments to enable continuous progress for all students? Do the classroom teachers and resource or specialist teachers work together to ensure continuity of learning for students? (Consider those students who leave the regular classroom program for special instruction--Title I/SCE, LEP, MGM, special education.	Explore with teachers and support staff: How the records of continuous pupil progress are designed, monitored, evaluated, articulated, and modified throughout the school; how information about the student is communicated by the support staff who serve him or her.
Extension, application, and integration	Is the student encouraged and taught how to extend and apply what he or she learning to his or her own life, present and planned? Are related skills, knowledge, and values being taught in different courses in a coherent sequence? For example, how does the math department coordinate with the cooking teacher in teaching fractions and recipes? How are the English teachers working with history and science teachers in teaching writing skills? How do teachers and students take skills, knowledge, and values already learned in various courses and use them to solve complex problems in new courses? For example, how are learnings from math, history, and political science brought together in economics and geography? How are reading, critical thinking, and workmanship skills used in planning and executing a metal shop project?	Explore with staff: How programs are planned across years and subjects; what is the form where teachers from various departments discuss course content and sequence; how do those who advise students know and use course content and sequence information in planning the individual student's program? Documents: Course outlines, texts, student work, the individual course of study

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
	• Occupational preparation such as: career education, vocational courses, industrial arts, distributive education, business, technology, and workmanship. • Personal and social development such as: respect for self and others, self-discipline, study habits, leadership, cooperation skills, organization skills, emotional health including stress management, family and parenting, human growth and development, nutrition, physical education, lifetime sports, drug abuse, health	
Instruction received and acquisition of skills, knowledge and values	How much instructional time, in class and in homework, is allocated to the skills, knowledge, and values? For example, how much writing does a particular student do during the year, considering all courses in which he or she is enrolled? Do the teachers of the various courses communicate about how much and what kind of writing the student is doing? Does anyone, besides the student, have a fair notion of how much time is allocated to each skill or knowledge area? Across courses and years, how is the student's progress in acquiring the expected skills, knowledge, and values monitored? If a student has problems, what alternatives are	Explore with teachers, guidance personnel, others in the advising role, and students: How progress is monitored; how problems are detected. After a problem is detected, how corrective steps are initiated. Are records of progress kept; how are they used; by whom and how often? Documents: Progress records, cumulative folders, student courses of study, student work, alternative offerings

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
	employed to ensure meeting expected standards? Do teachers from various departments cooperate in teaching a given skill or value, e.g., problem solving? Do all teachers of students receiving special services understand the planned programs for these students?	
Rigor in elective courses	Is there rigor in the course work which is appropriate to the subject area and, at the same time, productive in making progress toward personal and school goals?	
	Are courses designed to meet the student's interests or strengths also rigorous? For example, are students in a film appreciation class required to write film criticism, to analyze and appreciate formal dramatic structure, judge characterizations, discuss the moral and life problems presented by the films, etc., as well as enjoying the film? Are students in craft courses taught standards of workmanship? Do the physical education teachers correct spelling errors as well as teach principles of team work?	
	Do samples of student work reveal a standard of quality workmanship?	

OPPORTUNITIES FOR IMPROVING THE EFFECT OF THE STUDENT'S TOTAL PROGRAM ON THE STUDENT

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff, and others at the school. The SSC/SAC/BAC, along with other staff and parents, should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing, planning, translating and evaluation procedures will be used to incorporate them into your program.

a. Extend the student's curriculum so that each student has opportunities to develop skills and knowledge in the fine arts, social, natural, and physical sciences, and other curricular areas as well as in the basic skills of language, reading, and mathematics.

b. Explore ways of providing more time for students to develop skills and knowledge in other areas of the curriculum as well as in the basic skills.

c. Provide opportunities for students to apply basic skills in other curricular areas and to integrate other curricular learning into the acquisition of basic skills.

d. Provide a variety of opportunities for students to pursue their educational interests.

e. Prioritize the special services provided students, focusing on their most urgent needs.

f. Reschedule the times when students are pulled out of the regular classroom so that they have the opportunity to participate in the full range of curricular activities.

g. Coordinate the students' instructional program so that:

  - The instruction they receive while out of the classroom builds on, extends, and/or reinforces classroom instruction.
  - They have the opportunity to acquire any necessary skills or knowledge that they may have missed while out of the classroom.

h. Develop or refine methods of communication between the classroom teacher and specialist staff so that each is kept current with the students' progress in both settings.

i. Allocate time for classroom teachers and specialists to plan the students' instructional activities together.

j. Explore ways of motivating each student to become responsible for his or her own learning and work to prepare him or her to function successfully in later grade levels.

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Selected Opportunities for Improving

C. THE EFFECT OF SUPPORT ON INSTRUCTION

The information collected in the first section of this handbook, "The Effect of Instruction on Students," becomes the base for further investigation into this section, "The Effect of Support on Instruction." What the reviewer has learned about how and what students learn, the effect of Title I/SCE and services for LEP students, and the learning environment, are primary pieces in the process of gathering information in order to judge the quality and compliance of a school program. In looking at the support areas of staff development, parent and community participation, guidance and health services, and district support, reviewers begin to develop an understanding of how the instructional program came to be the way it is and why.

The process of synthesizing information begins in a review as soon as bits of information begin to fit together into larger segments.

For Example: The reviewers observed students using manipulative materials during mathematics instruction in several of the classrooms visited. Interviews with staff and a review of the staff development records indicate that in-service training sessions on the use of math manipulatives had been held and that staff felt they were worthwhile.

Thus, the reviewers in the example cited were able not only to begin to understand why mathematics instruction was the way it was, but also were able to observe the effects of the staff development sessions as students were using manipulatives in several classrooms. However, the "whole" of staff development had not emerged. Remaining questions included: How were decisions about staff development priorities made? Who had participated in the sessions? The partial effect of staff development was observed and now served to direct further inquiry. It is important to note that only when the remaining questions have been answered and the "whole" of staff development is known can reviewers judge the effectiveness of staff development.

The review process works not only from the student through instruction and support to planning, but also in reverse order.

For Example: The reviewers learned from the school plan that the staff would have in-service training on how to establish mathematics learning centers. They further learned that all staff had participated in the in-service training sessions that were designed to help teachers establish and monitor learning centers where students could practice the mathematics skills being learned and to apply "mastered" skills. However, no learning centers were observed in the classrooms, and the teachers stated that the in-service training sessions were very interesting but that they had not yet had time to implement the suggestions.

Thus, the effect on students of this segment of staff development was not observable.

It is critical to remember that evaluation of support activities is directed to the effect of support activities on instruction, not parent involvement, for example, as an isolated element of the school program, nor the evaluation of district-level support as something apart from what is happening in the instruction of students. District support activities may appear to be of high quality, but if they are not appropriate to the school program, they are not effectively supporting the instruction of students.

THE EFFECT OF SUPPORT ON INSTRUCTION: STAFF DEVELOPMENT

This criterion focuses on how effective staff development activities have been in increasing the skills and knowledge needed by the teachers, aides, other staff and volunteers to implement the planned program.

The effect of staff development on the instructional program can be viewed from two perspectives:

- One, analyze completed staff development activities, and find what effects or traces there are on the instructional program. Determine what kinds of staff development have been offered and for whom. Review the school plan, identifying staff development assessed needs and planned activities. Talk to the principal, the program coordinator, district personnel, and responsible SESR program specialist or whoever is responsible for staff development to find out what has been offered, why it was offered, who participated, how it was presented, and by whom. Verify and add to this information by observing staff at work with the students and questioning them about their participation in staff development activities.
- Two, trace staff development through instruction by establishing the types of instructional programs that are in existence and determine what staff development has been offered to support the program. For example: as a reviewer you learn that a new writing program has been implemented. Determine what staff development was provided to support the implementation of the writing program.

Remember that the review of staff development is focused on the effect of the staff development activities. While knowledge of the kinds or number of activities engaged in by staff members and volunteers is important for developing an understanding of what has happened in staff development and how it might be made more effective, you will be judging the effect of the staff development activities--from whatever source or whatever nature--on the instruction of students and instructional support and improvement process activities.

NOTE: All adults who work with students should participate in staff development: teachers, aides, specialists, resource personnel, principals and other administrators, parents, and other volunteers.

CRITERIA FOR JUDGING QUALITY

THE EFFECT OF STAFF DEVELOPMENT ON INSTRUCTION

This criterion focuses on how effective staff development activities have been in increasing the skills and knowledge needed by the teachers, aides, other staff and volunteers to implement an instructional program responsive to student and program needs.

In applying this criterion consider the effect of staff development on the instructional program including services for students with special needs and abilitites (LEP, Title I/SCE, special education, and gifted and talented). Include all staff development activities (group and individual) provided for all staff and volunteers involved in the program regardless of the source of funding utilized to provide such activities; i.e., district, SESR, county, SIP, Title I/SCE, and so forth.

Staff development activities have been limited and have little or no relationship to the planned program. They have had little or no effect in increasing the skills and knowledge of the adults. There is misunderstanding or lack of understanding of the intent of the school's planned program. Staff members are unclear about their individual responsibilities and have had little or no understanding about what others are doing or how what they do fits with what others do.

Staff development activities are increasing the skills and knowledge necessary for implementing the program planned to meet student and program needs. The activities are addressing, on a priority basis, those skills and knowledge most needed to implement the planned program. Staff development activities are helping to increase the skills and knowledge needed by each person to carry out his or her responsibilities; most members of the instructional staff are applying the skills and knowledges addressed in the staff development activities. Staff generally understand the intent of the school's planned program. Most staff members understand their individual responsibilities for implementing the program and how what they do fits with what others do.

Staff development activities have been highly effective in enabling the adults to implement an instructional program responsive to student and program needs. The adult knowledges and skills needed to implement the planned program have been identified and addressed in staff development activities. Each adult has learned whatever he or she needed to learn to carry out his or her part of the planned program. Staff members understand the school's planned program, their individual responsibilities for implementing it and how what they do fits with what others do. There is obvious commitment to continued participation in staff development activities and to applying the acquired knowledge and skills.

E/S

	LOW							HIGH
Teachers		☐	☐	☐	☐	☐	☐	☐
Aides		☐	☐	☐	☐	☐	☐	☐
Other Staff*		☐	☐	☐	☐	☐	☐	☐
Volunteers**		☐	☐	☐	☐	☐	☐	☐

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*Other staff includes the principal, other administrators, and support staff (certified and classified) who are directly involved in implementing the program.

**Volunteers include parents, community members, cross-aged tutors, and student teachers.

GUIDE FOR COLLECTING INFORMATION ABOUT STAFF DEVELOPMENT

Area of Investigation	Primary source of information: interview	Verifying sources of information: observation/documents
Increased skills and knowledge	What changes/refinements have staff members made in working with students as a result of the staff development activities? How are staff supported in implementing newly learned techniques, materials, and/or strategies? How are certified staff prepared to work within the cultural differences of students? Are they well-prepared to meet the needs of LEP students, gifted students, students with exceptional needs, or educationally disadvantaged students? Are they prepared to guide the personal and social development of each student as well as to instruct in curriculum areas? How do the parents, community members and other volunteers work with students? Are their skills adequate? Is this consistent throughout the classrooms? How do instructional aides reinforce skills and assist students with learning activities? What kinds of in-service training have certified staff and others been given to enable them to identify behaviors which may require referrals? What in-service activities and ongoing assistance are provided regular classroom teachers to meet the needs of students receiving special services?	Observation: What effects of staff development efforts are visible in the classroom; do adults seem to have a sense of direction and progress in staff development; do adults seem to have developed cooperative relationships designed to carry out the school's planned program? Documents: Review records of staff, staff development activities, council meetings; needs assessment information; communications to parents; evaluations of staff development by staff; evaluations of staff development implementation in the classroom; SESR comprehensive plan and/or PL 94-142 opportunities for staff development. What kind of match exists between the needs of the students and staff as expressed in the school plan and the staff development activities? Compare the needs expressed in the plan with what is being offered.

Area of Investigation	Primary source of information: interview	Verifying sources of information: observation/documents
Relationship to planned program	How were aides, council members, parents, community members, and other volunteers involved in designing their staff development?	
	What roles does the principal play in staff development? The district?	
	What is the overall plan for staff development activities? (Consider frequency, time lines, sequencing.) How does it relate to the needs of staff to carry our the planned program?	
	What opportunities are there for staff to discuss together what they are trying to do and the effect of what they are trying to do?	
	What kinds of opportunities are there for joint teacher-aide in-service training? For joint special education and regular education staff development activities?	
	What are the procedures for articulation and integration of skills and knowledge acquired in staff development?	
	Do staff members and volunteers think that staff development activities have been useful?	
	How are council/committee members prepared to fulfill their responsibilities? How effective do they think their preparation has been?	
	Do the support staff members (librarian, nurse, speech and language specialists, and psychologist/counselor, program specialist, etc.) understand their roles in implementing the planned programs as described in school plan? How helpful have staff development activities been to them?	

Area of Investigation	Primary source of Information: interview	Verifying sources of Information: observation/documents
Supporting and evaluating staff development activities	How has the school used its resources for staff development? Are teachers and other staff members encouraged to lead staff development sessions?	
	What external resources has the school used (e.g., teacher centers, professional development centers, county, district, and SESR resources, and the special education service region)?	
	How has the school utilized its community/parent resources? How effectively do staff feel these resources have been used?	
	How do staff members and administrative personnel evaluate the effect of the staff development activities?	
	How are staff development evaluation results used?	

OPPORTUNITIES FOR IMPROVING STAFF DEVELOPMENT

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff, and others at the school. The SSC/SAC/BAC, along with other staff and parents, should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing planning, translating, and evaluation procedures will be used to incorporate them into your program.

a. Identify the skills and knowledge needed to carry out the planned program, including services for students with special needs.

b. Assess existing skills and knowledge of staff, parents, community members and other volunteers working in the program through ongoing evaluation.

c. Determine the differences between existing and necessary skills and knowledge.

d. Set priorities for group and individual staff development activities

e. Base activities on the differences between existing and necessary skills and knowledge of parents, community members, and others.

f. Involve the staff, parents, community members, and others in determining what their staff development activities should include and how they would be presented and by whom.

g. Individualize activities to meet the varying needs of the staff.

h. Allocate sufficient time for staff development activities.

i. Utilize staff skills and talents for providing staff development activities.

j. Use school, district, Program Improvement for Improving School Consortia, SELPA, community, and other resources for staff development activities.

k. Incorporate into staff development activities ways of confirming that the adults have acquired and are using skills and knowledge presented.

E/S

__Selected Opportunities for Improving__

THE EFFECT OF PARENT AND COMMUNITY PARTICIPATION ON INSTRUCTION

Parent and community participation is a broad category that includes:

- parent involvement in the classrooms and the total school program
- keeping parents informed about their children's program and the school program, including the array of services available to students with special needs
- preparing parents and community to assist in the school program
- providing opportunities for parents and other community members to explore their interests in areas related to planning, implementation, and evaluation of the school program

In addition, the parents of children receiving special services are provided with information which is pertinent to the needs of their child/children. For example, parents of students with exceptional needs are informed of appropriate SESR and community resources.

In evaluating how parent and community participation affect the instructional program, find out how the school staff informs parents about the program and the day-to-day activities of the students, how parents are directly involved in their children's educational experiences, and to what extent parents and other community representatives have been involved in ongoing planning and evaluation.

CRITERIA FOR JUDGING QUALITY
THE EFFECT OF PARENT AND COMMUNITY PARTICIPATION

The focus of this criterion is on the extent to which parents and other community members are knowledgeable about and support the school program as well as the student's full participation in school life.

In applying this criterion consider the effect of parent and community participation on instruction, check the box below that description.

For judgments of quality between descriptions, check an appropriate intermediate box.

There is evidence that few parents and community members have understanding of or commitment to the school program, their students' program, or the school plan and improvement efforts. Few are involved in planning, implementation, or evaluation activities. Few parents and community members are aware of what they could do personally to support implementation of the planned program, including IEPs and BILPs. Involvement of parents and other members of the community is infrequent and sporadic and provides little support to the instructional program or to efforts to implement the planned program. There is evidence that school communications have had little, if any, impact on enabling parents and community members to understand their students' school program and to support them in their participation in school life.

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There is evidence that most parents and community members actively involved with the school program understand and support it. They are aware of the school plan and, when appropriate, the SESR Comprehensive Plan, and major thrusts for the year. Parents and community members not actively involved have some understanding of the program and are aware of their children's day-to-day activities, including those specified in IEPs, BILPs, and other individualized learning plans, but they have limited knowledge of the school plan or of specific efforts to improve the program; they are generally not aware of what they could do personally to support implementation of the planned program. There is evidence that parent and community activities both on campus and off campus have enabled some parents and other community members to participate in the planning, implementation, and evaluation of the program and to support more fully their students' participation in school life.

Parents show enthusiam for and commitment to the program and improvement efforts. They are knowledgeable about the school plan and, when appropriate, the SESR Comprehensive Plan, and know where and how they can assist in implementing the planned program. Parents and other community members provide a significant source of support in implementing the program e.g., through workstudy, apprenticeships, etc. Parent and others community members provide significant support also to evaluating the planned program. Parents' knowledge of the instructional program, including individualized learning plans, IEPs, BILPs, and the manner in which students are learning enables the parents to support more fully their students' full participation in school life.

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

GUIDE TO COLLECTING INFORMATION ABOUT PARENT AND COMMUNITY PARTICIPATION

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
Communication to parents and community	What avenues of communication are used to keep the parents and community aware of the school program? Do the various means of communication present a complete description of the program, including all services available to students with special needs? How understandable are the communications to parents and the community? Are the standard communications written in plain, understandable language? Are non-English-speaking parents contacted with materials in their language? What responsibility does the district assume for communicating with parents? Is there a regular newsletter, radio, or TV program about the school's improvement efforts? How well informed are parents about day-to-day activities of their children? Do parents understand the district proficiency standards and their purpose? Do they understand requirements for graduation and their son's or daughter's standing? Do parents of special education students understand the proficiency standards set for their children and how these standards compare to the standards for other students?	Look for evidence of parent conferencing in your interview with teachers, guidance personnel, aides, librarians, principal, and others. Examine evidence in files of newsletters, notes home, grade reporting, systems, radio-TV scripts and schedules; bulletins, back-to-school night, guidance nights, neighborhood meeting schedules, and other methods of communicating with the parents and community.
Awareness of student activities	How do teachers report student progress? Are there periodic parent-teacher conferences? Are there special conferences when unique situations exist?	

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
	How are parents involved in planning and supporting students' educational programs? How are parents of special education students involved in planning students' IEPs?	
	Do parents understand the homework policy? What has been done to help parents in the form of classes, newsletters, etc.? Are they expected to assist in carrying it out? Do they assist? Do they feel the school depends on them to assist?	
Involvement in the instructional program	What are the methods used to involve parents and the community in the instructional program? Who is responsible? Is the program effective?	Discuss with parents, parent coordinator, principal, community participants. Observe programs supported by parent and community participation.
	How are parents and community representatives used as instructors or tutors? Special presentors? Do they prepare materials? Do they serve as special aides?	
	How are volunteers active in recruiting others to participate? Are there sufficient volunteers to have alternates in SSC, SAC, PTA, parent clubs (special interest)?	
	Are parents and community representatives well briefed and trained if necessary to carry out the assigned tasks? Are briefing and training programs planned, scheduled, evaluated? Do parents and community have and opportunity to help plan the briefings and training?	Check staff development schedules, budgets documentation.

PARENT/
COMMUNITY

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
Instructional Activities	Have parents and community representatives been significantly involved in the instructional program? Has this involvement been a deliberate part of the planning? Were parents and community included in that planning? Do students leave school for any of the instruction? Are their community-based learning experiences in addition to work study programs? Are community-based programs available to all students including, when appropriate, those receiving special services? Are students, staff, and community all included in evaluation and modification? Are the community-based experiences related to the skills and concepts taught as part of the school program? Are there efforts to extend the community-based experiences by involving more representatives from business and industry with the school program?	Investigate work study program, special programs, e.g., community-based education. Interview instructors, students, administrators. Review documentation.

OPPORTUNITIES FOR IMPROVING PARENT AND COMMUNITY PARTICIPATION

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff and others at the school. The SSC/SAC/BAC along with other staff and parents should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing planning, translating and evaluation procedures will be used to incorporate them into your program.

a. Provide encouragement for parents and other community members to participate in the school program; involve parents of individuals with exceptional needs in planning and reviewing IEPs.

b. Sustain involvement of parents and other community members by providing for their interests and concerns.

c. Identify and use talents, interests, and knowledge of parents and other community members in the instructional and school activities.

d. Provide two-way home-school communications regarding the student's day-to-day activities and the school program.

e. Provide home-school communication in the language(s) of the limited- and non-English-speaking parents.

f. Provide opportunities for parents and other community members to express interests and needs for activities and to be involved in planning them.

g. Provide opportunities for community and business leaders to participate in the development of off-campus learning experiences.

h. Encourage parent participation in support groups for parents of students receiving special services (e.g., CAC, CAG, BAC, SAC).

Selected Opportunities for Improving

THE EFFECT OF GUIDANCE ON STUDENTS

The focus of this criterion is on the extent to which guidance services provided the student are assisting him or her to function successfully in school.

As used here, the term guidance refers to all activities, formal and informal, that provide advice to students about their personal, social, educational, and career concerns. This advice may be provided by teachers, administrators, peer advisors, parent or community volunteers.

In assessing the effect of guidance on students, determine how students' personal, educational, and social needs are assessed; how the assessment information is used by teachers, guidance specialists, and other advisors in creating and conducting instructional programs for students; what kinds of follow-up procedures are being used; and how the school and classroom curriculum, organization, and environment have been modified to accommmodate the personal, educational, and social needs of each student.

In finding out how the needs of the students are considered in the development of courses, extracurricular activities, etc., and delivery of guidance and instruction, use the information collected while observing in the classrooms and other areas of the school. Be sure to include data from the school and classroom curriculum as well as organization and environment. Combine that data with that from needs expressed in the plan and other information provided by the staff. If all appears to be working well for the students, verify the data by talking to selected students and staff. If it appears that personal, educational, and social needs of all students are not being met, determine what has been excluded in planning or translating the plan into action. Interview the classroom teachers, the special education personnel, the support staff, and the principal and/or other administrators to learn more about how effective guidance services are.

CRITERIA FOR JUDGING QUALITY
THE EFFECT OF GUIDANCE ON STUDENTS

The focus of this criterion is on how effective guidance services are in assisting students in course selection and in providing advice on personal, social, career, and educational goals.

Apply this criterion to judge the quality of the program in terms of the effect of guidance on students.

There is evidence that most students receive little or no assistance with personal, social, career, and educational concerns. Primary responsibility for the development of a student's course of study rests with the student and his or her parents. Few students have well defined personal, career, and educational goals. Few students understand how their current course of study relates to their goals, strengths, and needs and to past and future courses of study. The parents of most students are informed of the student's progress only through written reports and have little personal contact with the school. Students rarely turn to staff members at the school for personal, social, career, or educational advice. Such advice is normally available to students only once or twice a year unless the student seeks it out. When a student seeks advice, he or she usually must wait several days before talking with a staff member who can provide advice. There appears to be no formal policy for referral and assessment of student with learning or emotional problems, or, if there is one, few staff members, parents, or students are aware of it. Students with personal or social problems often are not identified until the problems become serious.

There is evidence that the student is planning for the future in terms of forming personal, career, and academic goals, and the relationship between the student's program and the achievement of these goals is generally clear to the student. Most of the students, including those with special needs, LEP, special education, Title I/SCE, gifted and talented, have an assigned staff member from whom they can get timely advice and students generally use this resource and find advisors generally available and having needed information at the time and place convenient to the student. Students with educational, social, or personal problems receive help if they request it or if those problems become serious. Advice on career and educational goals is available on request or through classes designed for this purpose. The parents of most students are generally informed of the students' progress on a regular basis through written reports and personal contacts with the school. Most students are familiar with how the school operates (e.g., scheduling, registering for classes, availability of learning options, rules, etc.).

There is evidence that students hold high expectations for themselves, have a realistic picture of their personal strengths and intellectual potential, and generally either know what they want out of school and what to do after high school or are comfortable with their progress in defining their personal career, and educational goals. Students are enrolled in courses consistent with their goals, strengths, and needs. Advice on personal, social, career, and educational concerns is available to students at times and places most convenient to the student. For each student there is a staff member at the school who is personally familiar with the student's goals, strengths, needs, and educational program and who regularly reviews the student's academic progress and personal and social growth. This staff member regularly and frequently discusses the student's academic progress and personal and social growth with the student and with the student's teachers and parents when necessary. Students with special needs or potentially serious problems are identified early and receive skilled help before they become critical. Students are familiar with how the school operates (e.g., scheduling, registering for classes, availability of learning options, rules, etc.)

5
GUIDANCE

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

GUIDE FOR COLLECTING INFORMATION ABOUT GUIDANCE

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
How guidance needs are assessed	How are personal, educational, and social needs of students identified? Does the school have a written, comprehensive plan for guidance based upon identified student needs? How timely are the assessment procedures? Do the assessment procedures do more than the minimum required by law? If so, are they for all students or selected students? Do students know to whom to go for advice on educational, personal, and social concerns? Are advisors familiar with their advisees' needs? Are advisors able to give useful advice in all areas? If not, do they know when, how, and to whom, to make referrals? Who is responsible for monitoring individual student's progress toward graduation requirements? How is such information used to provide guidance? Are students aware of their standing with respect to graduation requirements? Are their parents?	Observe classrooms; interview teachers, counselors, advisors, psychologists, school nurse, special education teacher, resource specialists, program specialists, etc., and students. Review selected guidance files; review communications to parents, students, teachers, and others
How assessment information is used by teachers	Have objectives and implementation strategies for the instructional program been developed based upon identified student needs?	

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
	What provisions are made for helping students who are not making appropriate progress toward meeting graduation requirements? Are students, parents, advisors, and teachers aware of these provisions?	
	How do the guidance specialists work with teachers to ensure that the learning environment supports the needs of students? Their career goals? Is there an established referral process for students who have special needs? Is the process well understood by all personnel? What have teachers done to implement strategies to accommodate the personal, educational, and social needs of students? What alternative programs are available?	
	What kinds of guidance activities are included in the students' curriculum? What relationship exists between these activities and the needs of students as identified in the plan and the assessment of student need?	
Follow-up procedures	How are parents informed of the student's personal, educational, and social needs? Is a language they understand used in these communications? Are parents made aware of resources available in the community, such as diagnostic or counseling centers? Are such resources used to assist students when needed?	

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
	What follow-up procedures are used at the school? Do advisors work with identified students on an ongoing basis in the classroom? In group or individual sessions?	
	Do the specialists confer together about individual students? Are subject matter teachers included in these conferences? Is the principal? Are the parents?	

OPPRORTUNITIES FOR IMPROVING GUIDANCE

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff and others at the school. The SSC/SAC/BAC along with other staff and parents should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing planning, translating and evaluation procedures will be used to incorporate them into your program.

a. Establish a guidance program, based on identified student needs and with expected student outcomes, which is the responsibility of the total school staff.
b. Establish or modify the guidance program to ensure that activities routinely reach every student without the student having to seek them out.
c. Assign to every student an advisor (instructional staff member, support staff member, parent volunteer, peer, etc.) who is familiar with the student's goals, strengths, needs, and progress as well as his or her personal and social development.
d. Allocate time in each advisor's day for him or her to be available at times and location convenient to students.
e. Provide sufficient professional guidance staff to assist with diagnosing and remediating severe learning, emotional, and social problems.
f. Provide staff development and resources for advisors to enable them to furnish accurate information and timely advice to students regarding learning options, career opportunities, and other needed areas.
g. Provide students and parents with accurate and timely information on entrance requirements for postsecondary education and minimum academic requirements for career training opportunities.
h. Establish procedures for each advisor to review his or her advisee's progress in meeting his or her educational goals and school proficiency and graduation requirements.
i. Establish procedures for identification and servicing students with personal, social, or emotional problems.
j. Use follow-up studies of students to make changes in educational programs and to encourage students to select courses which are challenging, yet appropriate to the student's educational goals, interests, needs, and ways of learning.
k. Use parents in assessing the guidance needs of students and implementing appropriate strategies.
l. Use peer counseling as one strategy in delivering an effective guidance program.
m. Provide guidance information to LEP students and their parents in their primary language.
n. Arrange for pupil personnel services staff to provide direct assistance to teachers in modifying the environment of instructional activities for individual students in light of their particular needs.
o. Establish procedures and communication channels among instructional staff, those serving as student advisors, and guidance personnel to create a link between the student's instructional program and guidance activities.

S

Selected Opportunities for Improving

THE EFFECT OF HEALTH SERVICES

The focus of this criterion is on the extent to which health services provided the student are assisting him or her to function successfully in school.

For the purposes of an external program review, the effect of health services should only be assessed when they are included in the school plan and assessment limited to those areas of health in which consolidated application funds are expanded.

In assessing the effect of health activities on the instruction of the students, you will be finding out how students' emotional, mental, and physical health needs are assessed, how the assessment information is used in instruction, what kinds of follow-up procedures are being used, and how the classroom curriculum, organization, and environment have been accommodated to the health needs of the students.

In finding our how the emotional, mental, and physical health needs of the students are reflected in the delivery of instruction, use the information you collected while observing in the classroom and other areas of the school. Be sure to include what you have observed of the classroom curriculum as well as classroom organization and environment. Combine that information with what you know from needs expressed in the plan and other information provided you by the staff at the school. If all appears to be working well for the students, verify your information by talking to selected students and adults. If it appears that the emotional, mental, and physical health needs of all students are not being met, you will need to find out what is not working.

CRITERIA FOR JUDGING QUALITY
THE EFFECT OF HEALTH SERVICES*

The focus of this criterion is on how effectively the health services provided the student are meeting the student's needs.

Apply this criterion to judge the quality of the program in terms of the effect of the health services on students.

There is evidence that many health needs of students are not being remediated or accommodated. Assessment of needs is limited and cursory and/or there is little follow-up. Resources available to the school and SESR have not been explored and/or are not being effectively used. Specialist support staff provide little ongoing assistance to students; teachers frequently receive little health information about their students, nor do they receive direct assistance or in-service training to help them work with the students with health needs in their classroom. There is no evidence of a health education program and/or classes which would enable the students to take care of their own health needs. Generally, parents receive notice of their children's health needs, but follow-up is sporadic rather than routine.

There is evidence that most of the identified health needs of the students are being met, although screening procedures in some areas are not timely and/or they are limited. Follow-up activities are being carried out to remediate needs wherever possible and/or to increase coping skills of students with health problems. Many of the resources of the school, SESR, and community are being used for follow-up; some available resources are not being tapped and/or used as fully as possible. The specialist support staff provide ongoing assistance to students and share important health information with instructional staff; the information is frequently used as a basis for altering the curriculum, organization, and environment for the students in order to accommodate their specific needs. Parents are informed of their children's health needs, and the school, as needed, provides information regarding resources available for follow-up services.

There is evidence that the health needs of the students are being met; the identification of needs is based on appropriate and timely screening of auditory, visual, dental, physical, and speech needs. Follow-up activities have been successful in remediating needs (wherever possible) and in increasing skills to cope with health problems. All available school, SESR, and community resources have been identified and are being effectively used for follow-up and for enhancing the health students; the curriculum, organization, and environment of the classrooms have been modified to accommodate the specific health needs of the students and enables them to take care of their own health needs. Specialist support staff provide ongoing assistance to students with identified needs, to classroom teachers as they work with these students, and to the students' parents.

S

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

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*The effect of health services should be assessed only when included in the school plan, and the assessment should be limited to those areas of health services in which application funds are expended.

GUIDE FOR COLLECTING INFORMATION ABOUT HEALTH SERVICES

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
How health needs are assessed	How are emotional, mental, and physical health needs of students identified? What health areas are assessed? Who does the assessment? A health specialist? The classroom teacher? Both? How timely are the assessment procedures? Do the assessment procedures do more than the minimum required by law? If so, are they for all students or for selected students? Is the extension beyond the legal minimum in response to needs expressed in the school plan/SESR Comprehensive Plan for Special Education?	Talk to the school nurse, the language, speech, and health specialists, the counselor, or psychologist as necessary to develop a more complete picture of the health needs at the school and the means used by the staff to meet those needs. Talk to the classroom teachers, special education personnel, program specialists, and the principal and/or other administrators to learn more about how effective these support services are.
How health assessment information used by teachers	How are teachers informed about their students' health needs? How are teachers kept current with changing health needs? How do teachers ensure that the learning environment supports the identified health needs of the students?	
Follow-up procedures that are used	How are parents informed of their child's health needs? Is a language they understand used in these communications? Are parents made aware of resources available in the community, such as diagnostic or counseling centers? Are such resources used to remediate student health problems?	

Area of Investigation	Primary Source of Information: Observation	Verifying Sources of Information: interviews/documents
	What follow-up procedures are used at the school? Are students with identified health needs rechecked?	
	Do the staff dealing with health needs confer together about individual students? Are the principal and the parents included in these conferences?	

OPPORTUNITIES FOR IMPROVING HEALTH SERVICES

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff and others at the school. The SSC/SAC/BAC along with other staff and parents should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing planning, translating and evaluation procedures will be used to incorporate them into your program.

Selected Opportunities for Improving

a. Establish and use procedures for screening, referral, and follow-up of student health needs (auditory, visual, dental, physical, speech and language, and other health needs).

b. Implement follow-up procedures for the purpose of remediating or increasing coping skills and/or accommodating needs within the classroom.

c. Provide health education instruction, including self-awareness, coping action, and decision making.

d. Use health assessment information in the classroom to modify curriculum, organization, and environment to meet individual student needs.

e. Ensure that parents and teachers know the health needs of individual students.

f. Identify and use available state, federal, district/SESR, and community resources to meet needs for health services.

g. Provide health assessment information to LEP students and their parents in their primary language.

h. Allocate district/SESR/school resource for providing health services and developing curriculum.

S

THE EFFECT OF SUPPORT ON INSTRUCTION: DISTRICT SUPPORT

This criterion focuses on how effectively the district is supporting the school in its efforts to improve the planned program for students.

In reviewing district support of the school's improvement efforts, examine two areas: how the district supports instruction directly (e.g., allocation of resource specialists, development of proficiency standards, development of referral procedures, curriculum development activities) and how the district supports instruction indirectly (e.g., assistance with staff development, training for school site council or school adivsory council members, community advisory committee, and other activities). Remember, district support includes only those efforts of personnel from the district office; it does not include the efforts of those personnel who work at the school every day.

Look for policies and procedures that the district has established to provide leadership to its schools as well as action the district has taken in carrying out such policies and procedures. Relate what has been learned about district support to what has been stated in the school plan. While many of the policies and procedures which the district uses to guide schools in school improvement efforts are contained in Part I of the District Master Plan for School Improvement, these are not the only policies or the only means by which the district provides leadership and direction to its schools. Be alert to other means of communication--other policies and procedures set by the school board, administrative procedures, and the historical "everyone knows that . . ." traditions. Determine what impact such leadership efforts have had. Note the policies and procedures governing special education services in the local district.

Much of the fact-finding regarding the effect of district support will be covered during assessment of the preceding support items. Direct evidence will be gathered through interviews with district and school personnel.

Question the staff, the principal, and district staff to find out what the district does to support the school program and how helpful that support has been in carrying out the program. To find out how effective such actions were, use information gathered during classroom observations and from conversations with school and district staff.

CRITERIA FOR JUDGING QUALITY
THE EFFECT OF DISTRICT SUPPORT

This criterion focuses on how effectively the district is supporting the school in its efforts to improve the planned program for the students.

Apply this criterion to judge the quality of the program in terms of the effect of district support for the school program. Consider those district services provided through regular district funds as well as those provided by special funding.

District policies and procedures to guide and support the schools either have not been defined by the district or are unknown to this school. The district strategies to assist the school are vague or stated in very general terms and encompass few of the resources available to the district. The strategies were not planned jointly by the school and district and, therefore, show little relationship to the specific objectives, needs, and priorities of the school. Efforts to guide and support the school have had little impact on the school's efforts to improve its program.

District leadership and support to the school, as defined through policies, procedures, and assistance strategies, are known to council/committee members and to some other staff and parents at the school. The district's assistance to the school coordinates and uses many of the district, community, and SESR resources available to the district and assistance in curriculum improvement and staff development is generally consistent with the school's objectives, needs, and priorities. The district's implementation of these policies, assistance strategies, has helped the school make progress toward improving its program for students.

District leadership and support to the school, as defined through policies, procedures, and assistance strategies, is well known to the council/committee staff and parents at the school. Jointly planned by the council/committee, school staff, and district staff, district assistance, including assistance in curriculum improvement and staff development, is based on the schools' needs, objectives, and priorities and effectively coordinates and uses available district, community, SESR, state, and federal resources. The district's timely and effective implementation of its policies, procedures, and assistance has contributed significantly to the school's capability to respond to students' needs and interests and has resulted in a high degree of commitment to and expectations for success in improving the program for the students.

E/S

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

DISTRICT

GUIDE FOR COLLECTING INFORMATION ABOUT DISTRICT SUPPORT

Area of Investigation	Primary source of information: interviews	Verifying sources of information: observation/documents
Communication among district and school	How well-known are the communication channels between the district and the school? How well understood by the staff is the direction established by the district for school improvement, bilingual education, compensatory education, and so forth? How well understood by the staff is the direction established by the SESR for special education and related instructional services? What kinds of support do the staff and principal receive in carrying out established district directions and policies? Are efforts to improve the program for Title I/SCE, LEP, special education, and gifted students seen as separate from the regular school program?	Observation: Look for evidence of district support in the classroom. Does the school receive district help in curriculum development? Health and guidance? Evaluation? Planning? ILP, IEP development and implementation? Staff development? Documents: District master plan, proficiency standards, and policies and procedures; staff development records, council minutes, the school plan
District support strategies and activities	What kind of input does the school have in the design of district strategies and activities? What district activities or support strategies are being implemented? What future activities or support strategies are being planned by the district? In what ways does the district support the school in planning, implementing, and evaluating the school program? How appropriate are support strategies to the needs, priorities, and objectives of the school program?	
Use of resources	What kinds of resources are being used to support the improvement process at the school? How are these resources coordinated?	

OPPORTUNITIES FOR IMPROVING DISTRICT SUPPORT

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff, and others at the school. The SSC/SAC/BAC, along with other staff and parents , should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing planning, translating, and evaluation procedures will be used to incorporate them into your program.

a. Determine what policies, procedures, and strategies are needed to guide and support program improvement efforts. Modify existing expectations/directives/strategies accordingly.

b. Identify current channels of communication which convey information accurately and reliably among administrators, governing board, and the school.

c. Arrange for staff development to ensure full understanding of important issues and concepts communicated from the district level to the school, especially those related to applicable laws and regulations, consolidated application programs at the school, and policies and procedures contained in the district master plan.

d. Arrange for curriculum and/or staff development assistance as needed for implementing the planned program.

e. Assess the effectiveness of current district services to the school and identify resources never before utilized.

f. Request district/SESR support services appropriate to the school program.

g. Work with the district office as you determine your objectives, needs, and priorities for the coming year, and jointly plan what and when resources are needed to meet these objectives and needs.

E/S

Selected Opportunities for Improving

D. THE EFFECT OF THE IMPROVEMENT PROCESS

This section includes two areas of review: the effect of the School Site Council/School Advisory Council/Bilingual Advisory Committee (SSC/SAC/BAC) and the effect of planning, translating the plan into action, and evaluation. These two areas include the methods or procedures used to improve or maintain the quality of education provided for students. Together, they constitute the improvement process. In reviewing the work of the SSC/SAC/BAC and in finding out about planning, translating, and evaluating activities, the reviewer learns why instruction and instructional support are the way they are and what might be changed in the improvement process to increase and/or maintain the effectiveness of instructional and support activities.

The information collected investigating "The Effect of Instruction on Students" and "The Effect of Support on Instruction" becomes the base for investigation into this section, "The Effect of the Improvement Process." The effects of the improvement process should be observable in the planned program, in the classrooms, in the ways in which people work together, and in the program modifications identified by the school community.

Reviewing the quality of planning and evaluation actually begins with a review of the school plan. However, the process of planning and evaluation is not static--it is evolving, changing, and dynamic. The reviewer can see the effects of the planning and evaluation procedures that extend well beyond the written plan. The reviewer can develop an understanding of previous use of the procedures through interviews and can assess the effects of the ongoing procedures through observation, interviews, and documentation.

Between planning the program and doing what has been planned are the crucial activities which translate ideas into action. These activities include communication, collaboration, and mutual support among staff and others at the school; definition of roles and responsibilities; appropriate personnel assignments; reallocation of time; scheduling; coordination and sequencing of activities; space allotment, ordering of needed supplies; and program monitoring.

Throughout this section, it is important for the reviewer to recognize the type of planning and translating and evaluation procedures that have evolved at the school. The procedures may be very formal, quite informal, or have elements of both. They may involve all personnel to the same degree, some personnel in a concentrated way, or only a few people. Whatever the types of procedures, the reviewer's task is to find out how well they have worked to produce a program that meets the needs of the students, staff, and parents.

THE EFFECT OF THE IMPROVEMENT PROCESS: SCHOOL SITE COUNCIL/SCHOOL ADVISORY COUNCIL/BILINGUAL ADVISORY COMMITTEE

This criterion focuses on how effective the SSC/SAC/BAC, have been in carrying out their responsibilities within the improvement process at the school.

In judging the effectiveness of the council/committee in planning, monitoring, and modifying the school program, the reviewer will use information derived through observing the effects of the planning process on support activities and on instruction; from interviews with staff, parents, and council/committee members; and from documents, such as membership rosters, minutes, and agendas. Evidence collected will include not only the work of the council/committee, but also what others in the school community know and how they feel about the work of the council/committee.

CRITERIA FOR JUDGING QUALITY

THE EFFECT OF THE SCHOOL SITE COUNCIL/SCHOOL ADVISORY COUNCIL/BILIGUAL ADVISORY COMMITTTEE

This criterion focuses on how effective the SSC/SAC/BAC have been in carrying out their functions of planning, monitoring, and modifying the school program.

Apply this criterion to judge the quality of the SSC/SAC/BAC in terms of their effect on the improvement process at the school as well as the school program.

Meetings of the SSC/SAC/BAC have been infrequent and/or poorly attended; consideration of school community groups' points of view when assessing needs, establishing priorities, and determining directions for the program has been limited. The work of the SSC/SAC/BAC generally is not known; the members do not see their work as important to the school program; little is being done to encourage other parents and staff to participate in the work of the council/committee. In developing the school plan, only a few key staff members on the council/committee were involved. Communication among the various councils/committees is limited; each plans separately. Council members demonstrate little knowledge of, or commitment to, the planned program and are generally not aware of the steps being taken to translate the planned program into action.

In regular meetings, usually well attended by SSC/SAC/BAC members, points of view from several groups in the school community are considered when assessing needs, establishing priorities, and determining directions for the program. The work of the SSC/SAC/BAC is generally known; the members and some other staff and parents see the council/committee's work as important. Other staff and parents are encouraged to participate in the work of the council/committee; e.g., planning and monitoring the program. The council/committee serves as a forum for discussing the development of the school plan, including the budget, and has been somewhat active in reviewing implementation of the program and determining needed modifications. Each council/committee is generally informed about the major deliberations or recommendations of the others. Council members and some other staff and parents are informed about and demonstrate commitment to the planned program. Awareness of steps being taken to translate the planned program into action varies from high to very limited.

In regular, well-attended meetings of SSC/SAC/BAC points of view from all groups in the school community have been actively considered when assessing needs, establishing priorities, and determining directions for the program. The council/committee has been successful in involving other staff, parents, and community members in its work. The leadership of the council/committee during the development of the school plan, including the budget, and during continuing review and modification of the program has resulted in increased commitment to the successful implementation of the planned program by other staff and parents at the school. Communication and cooperation among the different councils/committee has contributed to a well-integrated program for students. Council members and others demonstrate a high level of knowlege of and commitment to the planned program, and they are well aware of the steps being taken to translate it into action.

E/S

SSC/SAC/BAC

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

GUIDE FOR COLLECTING INFORMATION ABOUT THE SCHOOL COUNCILS/COMMITTEE

Areas of Investigation	Primary source of information: interviews	Verifying sources of information: observation/documents
Selection of members	How were the members selected? How are vacancies filled? How representative of the parents in the community are the parent members? Did the selection process provide an opportunity for all interested parents and staff to become members? How representative of the staff are the staff members?	Observation and exploration with school staff and parents: Does the council or committee seem to be representative of its constituent community? Does the SSC include parents of students receiving special services, (gifted and talented, LEP, Title I/SCE students, and students with exceptional needs)?
Preparation of members	What in-service training did members receive about the purpose of the council/committees and what their responsibilities are? How well do the members understand the purpose and the requirements of special funding sources received by the school? What other in-service training did they receive? Who presented it, and how was it presented? How were decisions made regarding the kinds of in-service training presented?	Document: Selection procedures, council/committee agendas/minutes/ by-laws attendance sheets, communications between school and home, school community descriptions, and announcements of elections/ selections
Functioning of the council/ committee	How often are meetings held? How well-attended are they? How representative of the school population are those who regularly attend the meetings? What kinds of support services are provided to the council (e.g., translation services for LEP parents, scheduling and notice of meeting times, provision of baby-sitting service, and communications about the meetings)?	

Areas of Investigation	Primary source of Information: interviews	Verifying sources of Information: observation/documents
	How are meetings conducted?Who sets the agendas? Do the agendas reflect the concerns and interests of the school community? Do the by-laws and operational procedures facilitate the conduct of the business of the council/committee?	
	How do the councils/commmittee keep members of the school community (parents and staff) informed about the school program?	
	How do parents and staff members inform the councils/committee of their concerns or desires for the school program?	
	How are the members kept informed about what is happening in the school program, and how well it is working?	
	How were the members involved in developing the plan, in determining desired student outcomes, in assessing needs and setting objectives, in developing basic approaches or strategies, and in designing evaluation procedures?	
	How are members involved in ongoing planning, in monitoring the program, and in making decisions about what should be modified and how? How do the members involve others in the planning process?	
	How do the different councils/committee work together in designing, implementing, and monitoring the planned program?	
	In what ways has the district supported the council/committees?	
	How effective do council/committee members believe they have been in fulfilling their responsibilities?	
	How effective do the parents and staff members believe the council/committee have been?	

OPPORTUNITIES FOR IMPROVING THE SCHOOL SITE COUNCIL/ SCHOOL ADVISORY COUNCIL/BILINGUAL ADVISORY COMMITTEE

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff, and others at the school. The SSC/SAC/BAC, along with other staff and parents, should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing planning, translating, and evaluation procedures will be used to incorporate them into your program.

a. Provide in-service training so that each member understands:

  - The purpose of the SSC/SAC/BAC and his or her responsibilities as a member.
  - How to carry out his or her responsibilities for planning the program.
  - How to work with other councils/committees.
  - The purpose and requirements of each of the special funding sources received by the school through the consolidated application

b. Verify that individual SSC/SAC/BAC members are thoroughly familiar with the school plan, including services for students with special needs, the budget, and the planned day-to-day operation of the program.

c. Establish or extend communication and collaboration among the various councils/committee (including the Community Advisory Council).

d. Involve parents and staff members who are not members of the council(s) in the work of the group(s).

e. Involve each member in determining how the SSC/SAC/BAC functions.

f. Ensure that agendas and activities reflect the concerns of the school community

g. Provide services to support attendance of members and guests such as:

  - Scheduling of meeting times to accommodate the personal schedules of parents and staff
  - Translation services for limited- or non-English speaking parents.

h. Solicit CAC advice on issues related to special education.

Selected Opportunities for Improving

SSC/SAC/BAC
E/S

THE EFFECT OF THE IMPROVEMENT PROCESS: PLANNING, TRANSLATING THE PLANNED PROGRAM INTO ACTION AND EVALUATION

This criterion focuses on how effective the planning, translating, and evaluation procedures used by the staff and parents at the school have been in developing and maintaining a program responsive to the student and program needs.

In judging the effects of planning, translating the plan into action, and evaluation, use evidence collected while reviewing the plan, the instructional program, and support services. In gathering information about planning and evaluation, consider the school plan, the process of planning and evaluation that led to the development of the plan, and the ongoing planning and evaluation activities.

The structure of the school's ongoing planning and evaluation process is not as critical as the effectiveness of the process, its impact on the learning of students, and the involvement of personnel at the school site.

The process may be formal, informal, or both. It may involve component committees, total staff, or representative groups of the councils as the forum for decision making. Whatever the form, the process should include the following in order to attain maximum effect:

- Understanding by all personnel of the consolidated program purposes and requirements
- Agreement on goals and expectations
- Agreement on the program designed to reach goals and expectations
- Understanding of roles and responsibilities
- Allocation of resources need to translate the plan into action
- An ongoing planning process
- An evaluation design
- Use of evaluation information for modification and refinement of the program

Once a plan is written, the cycle of translating the plan into action, ongoing planning and evaluation begins, moving to replanning, to modification, and again to translating the modification into action. It is a continuous, year-round process involving all personnel concerned with the instruction of students.

Translation activities should involve everyone included in the planned program. Talk to staff members about how they communicate with each other; how they work together; the kinds of support they receive from each other, the administrators at the school, the district office; how they know what they are to do in carrying out their part of the planned program; and so forth. Talk to the principal and other administrators about how assignments are made, roles are defined, translation activities are supported, the implementation of the planned program is monitored, decisions are made, and problems are solved, and so forth.

The reviewer moves back and forth between the planned program and the implemented program in order to understand interrelationships between planning and translating the plan into action; that is, what people have done, are doing, and will do the make the plan become a reality.

CRITERIA FOR JUDGING QUALITY
THE EFFECT OF PLANNING, TRANSLATING THE PLAN INTO ACTION, AND EVALUATION

This criterion focuses on how effective the planning, translating and evaluation procedures used by the staff and parents at the school have been in developing and maintaining a program responsive to student and program needs.

Apply this criterion to judge the quality of the improvement process in terms of the effect of planning, translating, and evaluation activities on the planned program.

The planning, translating, and evaluation procedures used by each council or committee and other staff and parents at the school are unclear or little is known about them. There is little agreement on goals and expectations for students or on what the school program should accomplish and how. Few of those involved in carrying out the plan can describe how their roles and responsibilities fit into the planned program, nor do the daily activities of most of the staff and parents relate to carrying out the planned program. There is lack of communication, coordination and commitment to improving the school program as planned. Procedures for ongoing planning and evaluation have not been defined and there is little anticipation among parents and staff members of developing such procedures this year.

E/S

The planning, translating and evaluation procedures used by the council/committee members have led to general agreement among the council/committee members about student and program needs and about what should be accomplished and how; other staff and parents involved in the program generally understand what those agreements are and are supportive of them. Most of the day-to-day activities of people at the school are in response to the planned program. While people involved in individual areas of the planned program know the goals and expectations for students within their areas, and what their individual responsibilities are, only some of the people at the school are well informed about the whole range of goals, expectations and responsibilities in the plan and how what they do fits in with what others do. Procedures for ongoing planning and evaluation are defined but infrequently used. Modification to planned activities sometimes occur primarily in response to the staff's operational problems rather than in response to observed effects of the instructional program on students.

The planning, translating, and evaluation procedures used by the council/committee and other staff and parents have led to a high level of agreement about student and program needs, about what should be accomplished and how. Staff and parents are working together to implement the program as planned and the day-to-day activities of the people at the school are those envisioned in the planned program. Everyone involved in carrying out the program understands the overall intent of the program improvement efforts, what their individual roles and responsibilities are, what must be done to carry out those responsibilities and how their responsibilities relate to what others are doing or will do. Good communication, coordination and mutual support are obvious. Ongoing planning and evaluation procedures are known to all involved in the program and routinely used. Modifications of planned activities are made in response to the observed effects of planned instructional activities on students and observed effects of support activities on the instructional program.

LOW ☐ ☐ ☐ ☐ ☐ ☐ ☐ HIGH

PLAN./TRANSL./EVAL.

GUIDE FOR COLLECTING INFORMATION ABOUT PLANNING, TRANSLATING THE PLAN INTO ACTION

Area of investigation	Primary source of information: interviews	Verifying sources of information: observation/documents
Agreement about the planned program	How have staff and parents been involved in planning? Who was involved? How did the planners inform others about the planned program? How did they get others' input in planning? How was this input used? How were agreements about the planned program reached? How widespread are the agreements? What process is used when there is a lack of agreement? Are informal as well as formal discussions of problems or solutions encouraged? How well do personnel responsible for planning and implementing the planned program understand the purposes and requirements of the Consolidated Application/SESR programs at the school? What in-service training for planning and evaluation was provided the staff and the council/committee?	Observation: Is there an atmosphere of communication and collaboration among staff at the school? Do personnel appear to understand and have commitment to the planned program? Documents: Council/committee agendas and minutes; staff meeting records; interstaff communications; district communications; SESR records and communication home/school communciation.
Understanding roles and responsibilities	How are responsibilities for the various parts of the planned program determined? How well do people understand their own roles and responsibilities? Do they understand the roles and responsibilities of others? How well do they understand how their activities and responsibilities relate to what others do? How have staff been prepared to learn, understand, and accept the roles and responsibilities of their jobs?	Observation: Are the roles defined in the plan being carried out by the personnel asigned? Do people know what they are supposed to do? With whom? Documents: Any records of planning, translating, and evaluation activities including memos, and other communications among staff and councils; IEPs/ILPs; the school plan, standarized and other test data; survey data; interstaff communications.

Area of investigation	Primary source of information: interviews	Verifying sources of information: observation/documents
Ongoing planning and evaluation procedures	What ongoing planning procedures (formal and/or informal) are used to make program modifications? Who is responsible for what? Does the process work? Is there commitment to the process?	
	What is the ongoing planning process by which the local school personnel contribute to the revision/modification of the SESR plan?	
	What types of evaluation information are gathered? How frequently? Who is involved?	
	How are evaluation data used in planning for program change?	
	How do staff and others know whether or not what they have planned and implemented is making a difference in student learning?	
	What personnel are involved in planning and evaluation activities conducted schoolwide?	
	What are the procedures for identifying and solving a problem in translating the plan into action? Who is involved?	
	How does the problem solving process relate to the ongoing planning and evaluation process at the school?	

OPPORTUNITIES FOR IMPROVING PLANNING, TRANSLATING THE PLAN INTO ACTION, AND EVALUATION

The statements listed below indicate actions which may have been or need to be taken to improve the effectiveness of your program. The specific opportunities selected by the reviewers reflect their understanding of your program and their best suggestions for what your next steps might be to make your program more effective for students, staff, and others at the school. The SSC/SAC/BAC, along with other staff and parents, should review these suggestions, determine their potential effectiveness for program improvement, and then decide how your ongoing planning, translating, and evaluation procedures will be used to incorporate them into your program.

a. Allocate time and resources for planning, translating, evaluation activities.

b. Identify individuals to provide specific leadership in planning and for ongoing planning and evaluation.

c. Clarify who is responsible for what, and how the various roles are related to each other.

d. Establish effective communication and coordination procedures.

e. Provide staff development so that each adult working in the program, including those providing services for students with special needs, understands:

- The intended impact of the planned program on staff and students
- His or her own individual role and responsibility in carrying out the specific activities of the plan and how and with whom to work in carrying out the specific activities of the planned program
- How newly planned activities fit with existing program activities

f. Establish a process for monitoring the implementation of the planned program, including services for students with special needs.

g. Establish a decision-making process for making program modifications which provides for:

- Using evaluation results to confirm previous agreements or determining the need for change
- Developing alternative procedures and selecting among those alternatives
- Implementing selected procedures

h. Ensure that the SSC/SAC/BAC are central to the decision-making process.

E/S

Selected Opportunities for Improving

CHAPTER III

PROGRAM REVIEW FINDINGS

What the Final Report Includes

This chapter includes a description of how the findings are shared with the school community through the final report. While parts of this chapter will be useful to schools conducting internal or self-reviews, the chapter is intended primarily for State Department of Education or Consortia reviewers.

The final report is both a written and an oral report delivered at the conclusion of a program review. It is the means through which the findings of the review team, together with the reviewers' suggestions for how the school program might be improved, are shared with the staff, school councils, district representatives, and other parents and community members at the school. It is the most critical element of the entire review process.

The purpose of the final report is to provide for those at the school a reflection of the current effectiveness of the school program and clear suggestions for ways in which the effectiveness of the program can be sustained and/or increased. A successful final report not only confirms and extends the knowledge that staff and parents have about their program, but also yields suggestions about how the improvement process at the school (i.e. ongoing planning and evaluation activities and activities used to translate the planned program into action) can be used to make the program as effective as it was intended to be. A successful final report is a stimulus for continuing program improvement.

Two forms are used for the final report: the quality criteria and opportunities for improving are included in Chapter II of this handbook; the compliance criteria are published separately.

Both report forms are organized according to the model of a school program described earlier (see Chapter I). The forms include a section for each concentric ring within the model of a school program:

- Instruction
- Instructional Support
- The Improvement Process

Within each of the sections, the quality report form is organized into two types of review findings: (1) quality or effectiveness; and (2) opportunities for improvement. These two types of findings represent the two distinct perspectives from which the school program is viewed. The quality criteria are intended to describe the effect of activities on the client (e.g., the effect of instructional activities on students or the effect of support activities on instruction). The opportunities for improving describe what the school staff and others are doing or might do to achieve beneficial effects on students. The intent of the quality rating is to give the school a status report on the effectiveness of the current program. The intent of the opportunities for improving is to suggest activities on which the school might next focus in its formal and informal ongoing planning and evaluation process and in translating the planned program into action.

How the Final Report is Developed

Preparation for the final report is concurrent with the process of program review, for the report is based on all the information the team has gathered through the investigatory methods of observation, interview, and document review. Information is tested, verified, analyzed, synthesized, and reported via the quality criteria and the opportunities for improving of the quality report form.

Using the process described in Chapter II of this handbook, reviewers gather information during each day of review, and during each day confer together to share what has been learned, to test the validity of what has been observed, to plan ways to verify information that is not yet certain, to plan how to gather needed information, and to identify possible opportunities for improving the program. During these conferences reviewers measure the information they have gathered against that required to make a judgment about the quality of the program and opportunities for improving each program area being reviewed.

During these conferences, reviewers will:

- Identify areas that require more information, and plan strategies to collect it the next day (e.g., who will return to a particular classroom to gather additional information or who will ask a particular person certain questions).
- Develop tentative judgments about program quality, and identify possible opportunities for improvement. Identify additional evidence needed to verify these judgments.
- Identify and agree on each reviewer's responsibilities for the next day.

Prior to the final report on the last day of the review, the reviewers will:

- Review the school plan and all information gathered during the visit
- Compare information collected and reach agreement on judgments for each quality criterion
- Identify for each area of the review the most promising next steps for the school to take
- Prepare to explain why each criterion was so judged and why the identified opportunities were selected
- Write the opportunities for improvement in terms of the school's own improvement process, stating each opportunity so that it can stand on its own and be understandable to a reader who was not present at the final report
- Decide on the order of the presentation and the responsibility each reviewer will take in presenting the review findings

How the Review Findings Are Presented

Although the review findings are presented as the final event of the review, preparations for that final event begin during the first review day when the reviewers discuss with the principal:

- Where the report is to be given and when; how many people are expected; and how the room is to be arranged
- How copies of the quality criteria can be made available for those in attendance
- What special equipment might be needed (e.g., overhead projector, chalkboard)

The report itself is presented in two sessions on the afternoon of the last day of the review--first to the school principal and whomever he or she selects to be present at the preliminary report and then to the school community at the final report.

The purpose of the meeting with the principal is to share findings and to clarify any questions or concerns the principal may have about those findings. It is important to note here that if discussion has been ongoing between reviewers and the principal and others at the school, the findings will come as no surprise.

In presenting the final report to the assembled school community, reviewers begin the report by:

- Recognizing that some people in the audience may not have participated in the review and that many have participated in only one part of the review, restating who the review team members are, why they are there, and the purpose of the review
- Emphasizing that the review is of the whole planned program, not of individual classrooms or particular parts of the total program and that compliance with laws and regulations is part of the review
- Explaining how the quality criteria and opportunities are used and how they relate to each other
- Recognizing the effort expended by staff and others in implementing the planned program and/or their efforts at improving their program

In presenting the findings to the school community, the reviewers will:

- If there are no compliance exceptions, report so at the beginning of the session
- Present the compliance findings
    - If there are compliance exceptions, briefly discuss each exception, stating what about the program is out compliance and what should be done to bring it into compliance.

- Describe the reviewers' findings for each area of review. This oral description must be related to the descriptive paragraphs of the criterion; it may be illustrated by a transparency for overhead projection or by reading or paraphrasing from the criterion the sentences of the descriptive paragraphs that are appropriate for that particular school

- Present the quality rating

- Identify opportunities for improving the program. Expand on the written statements by sharing ideas or recommendations on how the school staff and parents can use the planning/evaluation process to improve the program

NOTE: Findings are not negotiable. If the school personnel believe that the finding on a specific item does not accurately reflect the program, they may give additional information on that item after the report is completed. The reviewers may find it necessary to request documentation or other validation of that information following the completion of the report.

- Repeat this procedure for each program quality criterion

- Open the report to questions and matters requiring clarification

The reviewers will decide in private whether the additional information is new to them or whether it has already been considered. If it is new information, they may use it to review the accuracy or completeness of the judgment in question.

The report is concluded by the reviewers by thanking the school community for its hospitality and completing the review paperwork.

Follow-Up to a Program Review

While the Department of Education has no standard procedure for following up on the quality findings, compliance exceptions are monitored by the Department. A school with compliance exceptions has 45 days in which to respond with a solution to the problem or, if the problem is one which cannot be resolved within that time frame, to enter into a compliance agreement with the Department, stating how the problem will be resolved and when.

For follow-up assistance in implementing the recommendations or suggestions for program improvement, the school personnel should contact their district resources, their county office, the State Department of Education, private or public institutions, staff development centers within their area, or whatever they decide would be best for them. While external agencies should be aware that schools which have experienced an analysis of the effectiveness of their program--whether internal or external--are most receptive to program improvement suggestions, the decisions about who should help in implementing recommendations or modifying the planned program rests with the school and district.

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